Demand.	Amount. Rs.	Particulars.
X. Buildings, Communications and Miscellaneous Public Improvements, Protective Irrigation ect.	6,560	Special repairs to the Alwaye-Edapally road.
Dc.	7,800	Re-gravelling the worst portions of the Ettumanur-Vaikam road, miles 9 to 13 and repairing and strengthening the bridges.
Do.	8,900	For extending the Central Technological Institute for housing the Carpentry School to be shifted from Quilon.
Dc.	3,300	For repainting the compound wall railings of the Public Office buildings on the sides of the Main Road, Trivandrum.
XII. Administration of Justice.	2,900	For opening an additional division for the B. L. class of the Law College.
XXII. Ports.	5,000	For dredging and removing the sand accretion at the Alleppey Port.

DEMANDS FOR SUPPLEMENTARY GRANTS.

EDUCATION.

PRESIDENT: The next business before the House is a motion for a supplementary grant under "Education." The grant is for the travelling allowance to members of the Advisory Board which is proposed to be established. On this demand I propose to allow a general discussion of the Report of the Education Reforms Committee. In order that as many members as possible may speak on it, I propose to fix a time-limit of 15 minutes for each speaker.

MR. R. M. STATHAM: Sir, I beg to move for a grant of Rs. 2,000 for travelling allowance to the members of the Advisory Education Board.

I may say, Sir, that the establishment of an Advisory Education Board is one of the important recommendations of the Education

LIBRARY ARCHIVES Kerala Legislative Assembly

Reforms Committee and the Government accepted that recommendation. Government consider that in view of the importance of the problem of education generally in this State as elsewhere, it would be wise to appoint for a period of years an advisory board consisting of non-officials who could help to advise the department as regards any new policy which might be undertaken by the Government. Government naturally also think that at this stage when the Education Committee has proposed very considerable changes in the reorganisation of education in the State it would be good also to have an Advisory Board to help the Director and advise him when he is carrying out the scheme of reorganisation recommended by the committee. As regards the composition of the Board, the Government desire that it should be an entirely non-official Board. Government propose to have 20 non-officials representing all interests and all communities in the State. To adequately deal with education Government also consider that managements should be represented, the teaching profession represented, all parties interested in and who have a knowledge of education represented and of course, they are anxious that the members of the Assembly and Council should find considerable representation in the Board.

You, Sir, have stated that the discussion on this grant may turn, on the whole, on the major recommendations of the Reforms Committee. I do not want to occupy too much of the time of the Council. But I think it is necessary just to indicate to the members of the Council the main problems on which the Government would like to hear the opinions of this Council. I am sure that the members will have probably read and studied the report, and therefore, I shall be as brief as possible.

One of the important recommendations of the committee is the reorganisation of the Inspectorate. The members who have read the report will realise that the committee has emphasised often that there has been considerable laxity over the whole control of inspection, particularly in relation to grant-in-aid and the granting of recognition. There has been inadequate control particularly as regards Vernacular schools and unfortunately laxity in the question of inspection. The report says that something like 600 Vernacular Boys' Schools on the average have gone uninspected every year for so many years past. The report further says that there is generally under the present system considerable room for not merely loss and waste but actual misuse of Government funds. One of the reasons for it is that the Inspector of Vernacular Schools for Boys for example, who has more than 3,000 institutions in his jurisdiction has a large area distributed all over the State as his jurisdiction. He has power of recognition to all the Vernacular Schools, power of appointment in all departmental schools, power of grant-in-aid to all aided institutions. To concentrate in one officer such a wide jurisdiction with very responsible powers has proved to be not a sound policy. You can well imagine, however capable the officer may be, to what extent it is possible for him to exercise the maximum amount of supervision, not merely over the schools, but over the work of the

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr.R. M. Statham.]

subordinate inspecting staff. It is now proposed, in the recommendation of the report, that these powers should be divided and that the Inspectorate should be so organised as to give smaller jurisdiction to two Divisional Inspectors and two smaller jurisdictions for Assistant Divisional Inspectors. Actually in the past, Vernacular schools in particular were in danger, so to speak, of having no inspection at all or if at all, inspection not more than once in 2 years and 3 years. In the proposed scheme of things, with the reorganisation of the Inspectorate, it is to be hoped that there will be more adequate supervision, not by one officer with a jurisdiction covering the whole State, but by officers with more limited jurisdiction. The schools will be often receiving inspections and surprise visits from Assistant Inspectors, Assistant Divisional Officers, Divisional Inspectors and the Director of Public Instruction himself. I do not want to take you into the details of the reorganisation, but I would like to say that unless some such reorganisation is carried into effect, we cannot hope to put an end to the existing evils. The reorganisation will be a means to remedy and eliminate a very large amount of waste which I think has been clearly proved to be in existence as the report shows. One aspect of the reorganisation of the Inspectorate requires very careful looking into and that is, as far as the Vernacular schools are concerned, the committee recommends the combining of the Women's Inspectorate and the men's Inspectorate. It follows naturally from the committee's recommendation regarding the introduction of co-education in all Vernacular schools up to the fifth class. I do not want to anticipate any possible objections and after hearing what they are I shall have an opportunity to reply to the criticisms. But I would like to assure the House that there are no real difficulties connected with the placing of the female Inspectorate under male officers. Here, in this State it has been done before and in many other places also. And Government do not anticipate real difficulties so as to render in any way the scheme undesirable. The recommendation of the committee to have co-education throughout the Vernacular schools up to the fifth class, if I may say so, is nothing out of the ordinary; nothing which could be regarded as objectionable in this State of Travancore. I do not know whether the members realise that such a thing was in existence, for many many years, if not decades ago, in Travancore. Even at present, nearly 70 per cent. of the girls who are undergoing Vernacular instruction are reading in Boys' schools. Again, the great majority of schools where girl pupils study are being inspected by men officers and not by women officers. It is obvious that a system of common primary schools for boys and girls is in the best interests of primary education. The committee's report welcomes mixed staffs from several points of view. I know the proposal for mixed staffs is liable to raise criticism even in Travancore. But I may say that mixed staffs exist today in a considerable number of primary schools in the State. In the aided agencies it is quite common to find men and women teachers working together and even in the departmental primary girls' schools it is quite common to find male music

LIBRARY ARCHIVES Kerala Legislative Assembly

teachers working alongside of women teachers. Further, mixed staffs are by no means a completely new feature of primary schools in some other parts of India. I will try and show why a mixed staff is necessary for two reasons. In nearly 70 per cent. of the schools which are now boys' schools it becomes necessary to have women teachers in order that subjects may be taught according to the special curriculam for girls. Secondly, it is an accepted policy all over the world that the best teachers, to teach and handle small children of the lower classes of the primary school, are women teachers, and the Government are anxious to see that that policy is adopted here and for all these schools to have a considerable portion of the staff consisting of women teachers.

Another important recommendation of the committee is the establishment of local bodies and to entrust those local bodies with the management of Vernacular schools in particular. The report also suggests that even secondary schools might be managed by local boards and municipalities. The recommendation of the committee in regard to local bodies is briefly this. Local bodies should be set up for general purpose. After that is done, local bodies should function in one regard and that is in the direction of management. The committee's report, I think, has been careful not to recommend that local bodies should do anything more than manage the schools. In some parts of India, local bodies do, not only management but grant recognition, grant in aid, etc. But this report merely says that local bodies should only *manage* the schools. I lay stress on that and Government does not intend to give up its controlling authority or to abrogate its powers in regard to control of finance, grant-in-aid, recognition and inspection. There is a further recommendation in the report with regard to local bodies and that is, that the local bodies should assist Government, by the raising of local taxation, in spreading mass education. Members will realise that all these changes cannot be brought in all on a sudden. But it will become a practical necessity when the recommendations are implemented gradually and when Government particularly comes to the introduction of compulsion.

I should like to say a word about the recommendation of the committee with regard to the colleges in Trivandrum. In the general scheme of the report about the colleges in Trivandrum it is said that there should be, as early as possible, first an amalgamation and secondly the introduction of a residential system for all students who are receiving instruction to the degree courses. We are extremely anxious that instead of having 2 or 3 colleges frittering their energies in different ways, there should be one large and complete residential college giving to the students all the comforts and advantages of a corporate life. In residential colleges, there are possibilities for the development of extra class study and all other activities. It is obvious that it will result in manifest benefits also from the point of view of finance apart from the initial outlay on the construction of the building. The report also suggests in connection with the reorganisation of the colleges that the Government of Travancore should be prepared to back out from the continuance of certain classes of study which are adequately provided

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. R. M. Statham.]

for in aided colleges in the State or in the contiguous colleges in areas near by. In that connection I want to point out while it may be open to members of the Council to object to Government withdrawing from the direct provision of some course, only if that is done, money will be made available and Government can utilise this for the development of a college of technology which is another major recommendation. Secondly, the introduction of various advanced courses of study and research, which are not provided for in Travancore at present and the absence of which has considerably handicapped Travancore students who have to go long distances outside the State to get their advanced studies, will become possible.

What the committee says about secondary education may be summarised. They aim mainly at heightening of standards in the high school classes and attempting to divert this ever increasing stream of pupils with mediocre abilities who force their way even after years of failure into collegiate classes, obtain degrees, then find themselves adrift on the unemployment market without much hope of securing a livelihood or even any return for the money and years spent on education. The report says clearly that they do not wish to deny higher education to any really capable student-let alone brilliant students. The report suggests in the case of extra brilliant but poor students who desire for advanced study that an adequate provision should be made by Government by way of scholarships. At some point in the secondary stage, pupils of mediocre abilities should be diverted and provided with other types of education. On the need for diversion of pupils of average ability reports all over India are unanimous. It seems to me that there should be an alternative course of instruction either in the existing high schools or in independent technical schools.

One other point that the report has recommended is the introduction of Vernacular as the medium of instruction, throughout the high school classes. At any rate, to begin with, they should only be optional on the managers. I know there will be considerable critiscism from certain quarters in not making it compulsory. I will suggest reasons for that recommendation which are obvious. When you make drastic experiments it is wise to take time and give to managements an opportunity to work the experiment. Teachers find certain difficulties and there is the question of text-books as also the obvious difficulty in bi-lingual and multi-lingual areas. I know from experience elsewhere in India where the optional system is introduced, in most of the Provinces the number of schools that adopted vernacular as the medium of instruction has steadily increased from year to year. One word more with regard to changes in the Vernacular education. The report put in brief recommends that, since the existing Vernacular middle schools are rather bad copies of the secondary schools, they should be abolished. In other words, the present Vernacular middle schools must be

LIBRARY ARCHIVES Kerala Legislative Assembly

different from the secondary schools and the continuation schools after the primary courses should have a distinctive character and a value of their own quite distinct from what is expected from secondary schools.

Then the committee has recommended the establishment of vocational bias schools in a large number of places wherever possible. Other recent educational reports in India have made similar recommendations. Education on these lines will, it is hoped, help to solve the present day problem of unemployment.

Regarding women's education generally it is satisfactory and has steadily progressed in the State. Whatever the future of an educated girl might be, whether she remains at home as wife or mother or whether she takes to a profession, the committee consider that it is good fundamentally in the nature of things that in school classes, girls should have special courses of study in domestic science, homecraft, nursing, first-aid, fine arts, etc. Speaking generally of girls' schools, other than primary schools, in the State they have no separate curriculam for their work which is an indication that these schools have been hitherto, more or less, slavishly following the curriculam of boys' schools. Then, Sir, a word about technology. Neither I nor the members of the committee are experts in the question of technology. But I will state very briefly the general attitude of the committee. You find, every year parents spending a lot of money towards special and higher education. You have research laboratories where students develop all sorts of scientific study. But you find no connection between this advanced study and the actual improvement of the industries of the State. As a layman I can only say that when I look round, I see that this State has a very large and valuable quantity of raw products and that there are possibilities of very considerable industrial developments in regard to rubber, sugar, paper manufacture, pottery, mills of various kinds, oils, soaps, matches and very many other industrial items. Yet I find that at this moment there is no relationship between our higher studies and the possibilities of the further development of these industries. Even when our local industries, such as paper manufacture, want assistance in comparatively minor research in connection with their development, apparently we are unable to supply that from our higher studies in the colleges and from even the products of the colleges. What the report does suggest is that Government should not merely make an industrial survey of the State having this in mind but should try and see that in future a considerable portion of the money that is spent on college and higher education should be spent on such training as will enable these higher studies, so to speak, and the products of higher studies, to be handmaids of the future development of the industry of the State.

Only two other points I want to refer to. One is that the report does lay considerable stress on the immediate need for improvement in the educational progress and condition of the backward communities in

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. R. M. Statham.]

the State. There are many recommendations in the report throughout its various chapters which demand, so to speak, that much greater supervision and attention must be devoted by Government to the position of the backward classes, and the organisation of schools for the backward classes should be altered so as to give much greater scope than they have had in the past of coming up to the level of the more advanced communities. Special recommendations have been made in this regard even in connection with the reorganisation of the Inspectorate and responsibility is thrown on specific officers of the Government. In fact, I think I will be right in saying that it will be fairly obvious from the report that many of the major problems in regard to the position of the backward communities, the position of backward areas improperly supplied with schools, the position of areas where there are far too many schools and much overlapping have been neglected because of the inabilty of the overcentralised Inspectorate to deal with these problems and we sincerely hope that the re-organisation of the Inspectorate will enable the department to devote proper and due attention to these problems in future.

Sir, before I move the demand for the acceptance of the House, I would like to say that in a report covering over 400 pages and making a number of recommendations affecting vast questions there must be wide differences of opinion even between members of the Council and other people interested in education. But I just want to say that, as far as I am aware, the general trend of the recommendations of the Education Reforms Committee is very strictly in keeping with educational progress and movements not merely all over India but all over the world. I think also that it is rather remarkable—I do not think it will redound to the credit in any way of the members of the Education Reforms Committee but it is merely a coincidence—that, while the Education Reforms Committee was sitting in Travancore and drafting its report, another important Committee in the Punjab was sitting, namely, the Punjab University Enquiry Committee. Though it was a university enquiry committee that committee has really reported on Vernacular, Secondary and University education, and its report is the latest important report on education in India to-day. I think it is a strange coincidence, though remarkable, that the recommendations in that report coincided very closely with the recommendations in the report of our local enquiry committee. I only mention that, Sir, to show that the recommendations in the report are not startling or revolutionary and that even if they are startling or revolutionary, they are only in keeping with the general trend of education all over India and elsewhere.

I commend, Sir, this grant to the acceptance of the Council.

MR. K. PADMANABHA PANICKAR (*Ambalapuzha*) : Sir, considering the importance of this report and the changes contemplated, there is a feeling on this side of the House that the non-official day also

LIBRARY ARCHIVES Kerala Legislative Assembly

may be set apart for discussing this question. So, I request your permission for the purpose.

PRESIDENT: Is that generally agreed to by the non-officials?

MR. K. MADHAVAN PILLAI (*Trivandrum*): Yes.

PRESIDENT: Has any member any objection?

MR. G. NARAYANA AIYAR: Sir, there are certain important resolutions to be moved on that day.

PRESIDENT: I have no objection to allow the discussion to be continued on Saturday if it is not finished to-day, and if the discussion is concluded on Saturday morning, the non-official resolutions can be taken up in the afternoon. I take it that the House as a whole has no objection to this debate being continued on Saturday.

MR. M. GOVINDAN (*Nominated*): Sir, in the light of this permission, may I know whether the President will be agreeable to revising the time-limit of 15 minutes?

MR. M. N. PARAMESVARAN PILLAI: We all request you Sir, to extend the time-limit also.

PRESIDENT: What do you suggest, Mr. Paramesvaran Pillai?

MR. M. N. PARAMESVARAN PILLAI: Not less than 25 minutes, and in the case of persons who want more time the discretion may be vested in the Chair.

PRESIDENT: The time-limit will be 20 minutes and I shall be strict.

MR. P. PADMANABHAN TAMPI: Sir, we are really grateful to the Government of His Highness the Maha Raja in taking up the question of educational reforms in right earnest, a subject which has been repeatedly brought forward both in the Popular Assembly and the Legislative Council; and we are more grateful to the Government for appointing a committee to enquire into and report on the educational system of Travancore, headed by Mr. Statham, an eminent educationlist of the present day. But I cannot help pointing out to you, Sir, that the committee, as composed, was not properly representative. The report says that the time given for the committee was so short and that they had to hasten the report and in their flying visits they were able to examine only a few witnesses. I need not tell you, Sir, that our educational policy has been moulded and re-moulded by eminent educationists and statesmen. The Financial Secretary has pointed out the Budget Session that the services of Mr. Statham were lent to this Government for a short period to see to the practical working of the recommendations made by himself. We are also a little handicapped, Sir, on account of the report being published only very recently and we have not had sufficient time to study and digest the manifold recommendations of the committee. I beg to point out that the way in which this important subject has been placed before the legislature is not also as it was expected to be, because we are called upon to discuss the whole question on a demand for a certain item. At least the various recommendations made by the committee were not allowed to be put to vote

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. P. Padmanabhan Tampi.]

and passed in both the Houses. Under these circumstances, I would request the Government, before they pass final orders on this report, to call together a conference of the eminent educationalists in the State and after due deliberation on the recommendations made by the committee to have an Educational Code drafted and placed before the legislature.

MR. S. PIRAVIPERUMAL PILLAI : May I know from the member whether it is not competent for the Advisory Board to set aside the recommendations in the report and make further recommendations?

MR. P. PADMANABHAN TAMPI: I do not know. The report does not say what the functions of the Advisory Board are. Further, though a demand is made forithe travelling allowance of the members of the Advisory Board, the Chief Secretary, I believe, stated that the Government have not appointed the Advisory Board, or are not contemplating the appointment of an Advisory Board.

RAO SAHIB DR. N. KUNJAN PILLAI: May I explain, Sir that I did not say anything like that.

MR. P. PADMANABHAN TAMPI: The functions of the Advisory Board are not stated in the report. As such, I have only to say that the Advisory Board contemplated by the Government cannot be taken to be a parallel to the conference that I propose.

Coming to the recommendations, Sir, I would strongly oppose the closure of the Education Section of the Secretariat and the appointment of the Educational Director as the Secretary to Government. It is opposed to principle and the parctical working of the Secretariat. The Dewan, as the Head of the Administration, will have to sit in judgment over the decision of the Director of Public Instruction and also the proposals made to him by the Secretary who is also to be the Director. To appoint the Educational Director as the Secretary to advise the Dewan in such matters is illogical and the work of the Secretariat will also be hampered much. Various reasons have been given in the Lower House and in the local Press against such a proposal.

The next point that I would object to is the imparting of religious instruction in schools and colleges. It is true, Sir, that the Director of Public Instruction says that only with the written permission of the parents religious instruction in a different faith will be imparted to the pupils. It is not on that principle that I object to it. We have different religions and different denominations of religions and we find children belonging to all these going to schools and colleges. If religious instruction is given side by side it may lead to unwholesome and unhealthy communal rivalry and competition among the students.

MR. KOMILEZHATHU SANKARAN: May I know from the member whether he is not aware of the fact that portions of the Maha Bharata and Ramayana have been prescribed as text-books?

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. P. PADMANABHAN TAMPI: It is not the prescription of the text book that I am now treating of. I am speaking of giving instruction in schools in the different religions and that such a thing is not practicable nor is it proper.

MR. KOMILEZHATHU SANKARAN: May I know from the member whether he is not aware of the fact that Maha Bharata and Ramayana form the religious scriptures of the Hindus?

MR. P. PADMANABHAN TAMPI: It may be. It is not on that account that I am opposing it. I am speaking of a matter which is quite different from that. It is common knowledge that the present day students are very anxious to discuss and enter into debates. A particular religion may be the cause of a debate. A Mahomedan may not like the discussing of his religion or the making of any observation on Mahomedanism by a non-Mahomedan, and a pious Hindu may not like a Christian debating Hinduism.

MR. KOMILEZHATHU SANKARAN: May I know from the member whether there is a very strong idea in favour of Christianity among the depressed class Hindus?

MR. P. PADMANABHAN TAMPI: I do not know that.

MR. KOMILEZHATHU SANKARAN: May I know from the member whether he is not aware of the fact that a high percentage of the depressed class Hindus has been converted to Christianity?

MR. P. PADMANABHAN TAMPI: It is not on account of the importance of the religion but on account of some other causes, on account of other attractions which my friend himself may know, that they are converted to Christianity.

MR. KALLUR NARAYANA PILLAI (*Tiruvalla* cum *Pattanamtitta*): രാമായണം ഭാരതം മുതലായ ഗ്രന്ഥങ്ങളിലെ ഭാഗങ്ങൾ പാഠ വിഷയങ്ങളാക്കുന്നതു സാഹിത്യപരമായ പഠനത്തിനോ മതപരമായ പഠനത്തിനോ?

MR. P. PADMANABHAN TAMPI: സാഹിത്യപരമായ പഠനത്തിനു മാത്രമാണു്. അതുപോലെ ഇംഗ്ലീഷ് സാഹിത്യത്തിനുവേണ്ടി ബൈബിളും പഠിപ്പിക്കുന്നുണ്ടു്.

MR. KALLUR NARAYANA PILLAI: ഇതരമതഗ്രന്ഥങ്ങൾ മലയാളസാഹിത്യപരമായ പഠനത്തിനുതകുന്നവയല്ലെന്നു മെമ്പർക്കറിയാമോ?

MR. P. PADMANABHAN TAMPI: അറിയാം.

MR. KOMILEZHATHU SANKARAN: May I know from the member whether he is aware that students who are preparing for examinations are forced to read portions of Maha Bharata and Ramayana in the early morning because they are prescribed as text-books?

MR. P. PADMANABHAN TAMPI: There is no such restriction,

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. KOMILEZHATHU SANKARAN: May I know from the member whether he entertains the idea that the Christians and the Mahomedans will tolerate the reading of portions of Ramayana and Maha Bharata in their own houses early in the mornings

MR. P. PADMANABHAN TAMPI: I do not know anything about it.

MR. J. JOHN KATTAKAYAM: ക്രസ്ത്യാനികളും മഹമ്മദീയരും സാഹിത്യത്തിനുവേണ്ടി മാത്രമാണ് ബൈബിളും കൊറാനുംസ്വീകരിച്ചിരിക്കുന്നതെന്നാണോ വിചാരം?

MR. P. PADMANABHAN TAMPI: ക്രസ്ത്യാനികളുടേയും മഹമ്മദീയരുടേയും ഇടയിൽ അവരുടെ മതഗ്രന്ഥങ്ങളെപ്പറ്റിയുള്ള വിചാരം എന്താണെന്നു എനിക്കു പറയുവാൻ നിവൃത്തിയില്ല.

MR. J. JOHN KATTAKAYAM: ക്രസ്ത്യാനികളുടെ ചില ഗ്രന്ഥങ്ങളിലുള്ള ഭാഷ പാതിര മലയാളമാണെന്നു മറുള്ളവർ അധിക്ഷേപിച്ചിട്ടുള്ളതായി മെമ്പർക്കറിയാമോ?

MR P. PADMANABHAN TAMPI: അങ്ങിനെ അധിക്ഷേപിച്ചിട്ടുള്ളതായി ഞാൻ അറിഞ്ഞിട്ടില്ല.

MR. J. JOHN KATTAKAYAM: പ്രസ്സിലും പ്രസംഗമണ്ഡപങ്ങളിലും ഇതിനെ അധിക്ഷേപിച്ചിട്ടുള്ളതായി അറിയാമോ?

MR. P. PADMANABHAN TAMPI: ഇപ്രകാരമുള്ള അഭിപ്രായ വ്യത്യാസം വരാനിടയുള്ളതുകൊണ്ടാണ് മതപരമായ പഠിത്തം പള്ളിക്കൂടങ്ങളിൽ പാടില്ലെന്നു ഞാൻ പറയുന്നത്.

MR. J. JOHN KATTAKAYAM: സാഹിത്യത്തിനു വേണ്ടിയാണ് ക്രസ്ത്യാനികൾ ബൈബിൾ വെച്ചിരിക്കുന്നതെന്നുള്ള മെമ്പറുടെ അഭിപ്രായം തെറ്റാണെന്നു ഇപ്പോൾ മനസ്സിലായോ?

MR. P. PADMANABHAN TAMPI: ഞാൻ അങ്ങിനെ പറഞ്ഞില്ല. രാമായണം ഭാരതം മുതലായവ മലയാളത്തിന് സാഹിത്യ ഗ്രന്ഥമായി വിചാരിക്കുന്നു. അതുപോലെ ബൈബിളും ഇംഗ്ലീഷിൽ ഒരുസാഹിത്യ ഗ്രന്ഥമായി വിചാരിച്ചു പഠിച്ചുവരുന്നു എന്നാണ് ഞാൻ പറഞ്ഞത്.

MR. J. JOHN KATTAKAYAM: ക്രസ്ത്യാനികളുടേയും മഹമ്മദീയരുടേയും കാര്യം പ്രസംഗത്തിൽ വന്നതുകൊണ്ടു ഞാൻ ഇതുയും പറഞ്ഞതാണ്.

MR. P. PADMANABHAN TAMPI: Thank you.

LIBRARY ARCHIVES Kerala Legislative Assembly

I have no objection, Sir, to the teaching of moral lessons in schools. Morality may be taught, and I think that instead of teaching religious lessons moral lessons may be taught in the schools and colleges. Some years back during the time of Dr. Harvey, when the Government questioned him about the low percentage of the number of students turned out from the college, he pointed out in the Administration Report that the colleges were not meant to produce graduates like bricks from a brick kiln but to produce graduates of character and to make them proper citizens. In former days morality was maintained and at present I can say, without hesitation and without any fear of contradiction, that such morale is not observed by the present-day students. Charity begins at home, and, as such, I request you, Sir, that in the keeping of the morale of the college and the high school, Government should keep a zealous watch over the teaching staff. One instance I am reminded of at present. During the period of Dr. Harvey, when a learned Professor had married a second time he was soon sent out of the college on the very reason of the second marriage. I beg to point out that morality must be maintained and moral lessons taught in schools and colleges instead of the imparting of religious instruction.

The next recommendation that I would take objection to is the restriction of admisson to the colleges. It is said in the report that when a student fails twice in the fourth Form he must be debarred from re-entering the pre-University course. This is very hard. For, it is common knowledge that a student can come to the Fourth Form in his thirteenth or fourteenth year. To ear-mark a student at that age as being unfit to go to the college is very hard. In a tropical country like Travancore on account of the changes in conditions we will find boys of tender age being not very intelligent but who, when they grow up, are found to be highly intelligent and in the same way boys of tender age who show some intelligence will be found, when they grow up, to have grown blunt. So, the failing of a student twice in the Fourth Form is not a test and such a student should not be ear-marked as being unfit to enter the college. I earnestly question Mr. Statham whether such a provision is contained in any Education Code either in British India or outside British India. So, I strongly oppose that recommendation.

The next point that I would oppose is the increase in the fees. Everywhere outside Travancore the cry is for the reduction of the fees. I need not point out that even in the Madras Senate, the other day, Mr. T. V. Seshu Aiyar moved for the reduction of fees and the resolution was passed with a large majority. But here in the report we find the recommendation for increasing the fees. This is highly objectionable. I would advocate the maxim that with minimum cost maximum education should be given. I need not point out that unlike in western countries, in India we find more intelligent and persevering students among the poor class than among the rich classes. Looking to the past, it is common knowlege to the members of this

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. P. Padmanabhan Tampi]

House that almost all the persons who have come up to the front in education were from the poorer classes. To close our colleges to the poor students and allow only rich men, who are often more lazy and blunt, to enter the college is also not proper. In case college education is made more costly, it is likely that the future machinery of the administration will have to be run only by the richer classes. The principle of communal representation is acepted in our State. When the principle of communal representation is accepted, it is hard to keep out a large number of poor men from the Government service and to prohibit them from entering into the colleges. I would strongly oppose the increase of fees in the colleges. The standard of education may be made higher and, as Mr. Seshu Aiyar stated in the Senate House raising the standard of higher education is different from the standard of raising the fees.

MR. S. PIRAVIPERUMAL PILLAI: May I know from the member whether Mr. Seshu Aiyar moved for reduction in the examination fees or for reduction in the college fees?

MR. P. PADMANABHAN TAMPI: Mr. Seshu Aiyar moved only for reduction in the examination fees.

Coming to Vernacular education I should say that the report gives the death blow to it. We stand far ahead in Vernacular education, of other parts of India, British India not excepted. This is a State where Vernacular education was encouraged about 150 years ago, long before the Government of India thought of spending a pie on education, and we have been maintaining the Vernacular schools since then. Closing the vernacular high Schools is detrimental to Vernacular education. I am not opposed to the abolition of the middle school examination and I would strongly advocate that the high school classes of the Vernacular schools be maintained. It is stated that Vernacular will be taught in English schools. I need not tell you, Sir, that in English schools Vernacular is always given a step-motherly treatment. Those who have experience in our colleges and high schools will know that the Vernacular hours are taken as the amusing hours, and I can boldly say that those who have higher Vernacular education are far superior even to the graduates and to Masters of Arts who have taken degrees in Universities.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Has the member compared the curricula of studies of both courses?

MR. P. PADMANABHAN TAMPI: No, it is not by comparison of the course of studies that I make this statement. It is by experience that I say this.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Will the member kindly take us into his confidence and explain in what manner he put to test the relative categories of these two candidates?

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. P. PADMANABHAN TAMPI: Generally, we find that in handwriting, or in speaking malayalam or in any other matter, people with Vernacular education stand superior to even the graduates. The recommendation of the committee is detrimental to Vernacular education. The passed candidates may be entertained in such departments where English knowledge is not absolutely necessary, for instance Registration, Anchal, Excise, Police and as teachers in the elementary classes and, so on. I therefore beg to state that the Vernacular high schools should be maintained.

I am in complete agreement with the report in its recommendations on mass education. I also support that primary eduaction should be extended up to the fifth class. But I am sorry that the committee has not considered the question of introducing compulsory education forthwith. I earnestly request that compulsory education be introduced at least in all the municipal centres of Travancore atonce. When the Municipal Regulation was before the Legislative Council it was thought that primary education should be made a local charge by introducing local taxation. In all civilised countries I understand the cost of primary education is met mainly by local taxation. I have given figures in my budget speech about the cost obtaining in other countries on primary education. If primary education is made free and compulsory within municipal areas we would know more or less the working of the system. There are ample facilities for that.

There is strong opposition to the introduction of an Educational cess to meet the expenses of primary education. Now, we are spending more than 40 per cent. of our total revenues under the head 'Education'. It is very hard to ask the general tax-payer to pay more in this direction. When the Primary Education Bill was introduced in the Imperial Legislative Council Mr. Gokhale advocated an Educational cess but that was thrown out. After that very many taxes were raised in British India in other directions. I am not opposed to the levy of a small cess in municipal areas as it will not affect the agricultural population. I may also advocate the opening of night schools, morning schools and evening schools in municipal areas. If necessary, legislation may be introduced asking the educated men to teach during certain hours free of cost. I request the Government that the question of compulsory primary education and the introduction of compulsory education within the municipal areas be taken up in right earnest immediately.

Coming to the entertainment of married women in the service, I would strongly oppose the recommendation of the committee. This is a Hindu State where we find a large majority of Hindus. Marriage is considered by them as a sacrament and not as a contract. As such, it is highly objectionable that married women be sent away from the Education Department. I may also point out that this action, if taken by Government, will go against giving impetus to female education in the State. Even though we are spending a large amount

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. P. Padmanabhan Tampi,]

on education, we stand far behind the sister State of Cochin in the matter of female education. I request that all facilities be given for the encouragement of female education.

PRESIDENT : Your time is up.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI : Sir, first of all, I congratulate Mr. Statham for producing such a masterly report. It is particularly gratifying to note that within a very short time he has been able to contribute a beautiful treatise on educational conditions in Travancore especially under the disadvantages he had been working. For some reason or other the Travancore Government was not prepared to give him the best help possible. There were very great educationalists in the land, ex-Directors, ex-Inspectors and other men who were and are connected with University and schools and colleges in the land. Their services, for some reason or other, were with-held from Mr. Statham, but Mr. Statham, inspite of that initial handicap, has produced a report which is in most respects acceptable to the people. Sir, I claim to speak with some authority on the subject because I was myself in the teaching line for over 10 years and as such I am well conversant with the conditions in our schools although I cannot take the same dogmatic attitude in speaking about conditions that prevail in the colleges. Now I do not want to travel the same ground over again. Mr. Statham has, in fact, touched all the topics that are engaging the attention of educationalists all over the world. And the most important reason why Travancoreans must be grateful to him is this; that he has recommended to stop all these Vernacular middle schools which are run without any aim or objective as he himself says in his report.

MR. KOMILEZHATHU SANKARAN : May I know from the member, whether he was a teacher in the Vernacular school or in the English school?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI : For that matter, Sir, I may say I was in the Education Department, and I thank the member for his interest in my autobiography.

MR. KOMILEZHATHU SANKARAN : May I know whether it was in the English or Vernacular school.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI : In the English Department, Sir.

Now-a-days no great attention generally is paid to the growth of the Vernaculars and I can assure you, Sir, that no great good is gained to literature by studying Vernacular in the Vernacular schools. I can assure you also that no Milton or Shakespeare was ever produced by our Vernacular schools. All the good literature that has been produced of late, say during the last 25 years, has been produced by men who had been in colleges and English schools. They derived their inspiration mostly by reading English literature.

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. KALLUR NARAYANA PILLAI : കാളിദാസൻ, ഭവഭൂതി മുതലായ ആളുകളും ഇംഗ്ലീഷ് യൂനിവേർസിറ്റിയിൽ പഠിച്ചവരായിരിക്കുമോ?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: I must look up to some calendars of Universities before I can say that.

MR. P. PADMANABHAN TAMPI: May I know whether Mr. Kumaran Asan studied in any English school?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: I wanted to refer to him, Sir, and I am grateful to Mr. Padmanabhan Tampi for having reminded me of it. Anyway, Mr. Kumaran Asan is not a product of Vernacular schools.

MR. P. PADMANABHAN TAMPI: And Mr. K. C. Kesava Pillai?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: I may tell you, Sir, I do not keep a 'Who is Who' to tell you about the Vernacular scholars.

MR. S. PIRAVIPERUMAL PILLAI: Does the member know that Shakespeare was not a product of any University?

MR. P. KOCHIKAL BALAKRISHNAN TAMPI: It is even doubtful whether he was ever in school.

MR. KOMILEZHATHU SANKARAN: May I know whether Mr. Macdonald, the present Prime Minister, was a member of any University?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: The question is not whether these great men are men of the University or not. I am confining my attention to the topic at hand; the Vernacular schools in the State. When I met Mr. Statham once, I personally told him that those people who give gratuitous advice, they have more in their mind the education of their neighbours' children than their own children. As far as their children are concerned, they must be sent to English schools and then to colleges and then, if possible to foreign Universities for education. In this connection I remember a story of a mother who, sending her child told the school mistress: "My child is very nervous. Take care that the child is frightened. You must frighten my child by beating the child that sits next to my child." This is the sort of impression that some people have who gave evidence before the committee. They had this in their mind. They have no idea of sending their children to the Vernacular schools. As one who claims to know Malayalam literature and as one who was in the teaching line, I can assure you that the greatest thing the Government can do is to stop the Vernacular middle schools and give vocational bias to the students. But I do not mean to say that the Government must discard all these unfortunate and accidental products of a mistaken educational policy. Government should absorb all these people by all possible means and only take care not to produce these by-products without any aim or purpose.

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. M. GOVINDAN: May I know from the member whether he is against providing elementary Vernacular education in the land?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: I do not speak anything of elementary education in this connection I do not at all mean that Vernacular education should not be given in elementary schools.

The Vernacular middle schools in the State should be put a stop to and vocational bias must be given to their studies so as to serve the children concerned and the State. It is a great danger to the State, danger to the society, if you get so many so-called literary men. What sort of literature these people are capable of producing with the education they get in the Vernacular schools, I do not want to describe.

MR. KOMILEZHATHU SANKARAN: May I know whether the member will be pleased to give us an idea as to the nature of the service that is given by the products of English schools?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: I say I am speaking only about Vernacular middle schools, I am glad to say that I am in agreement with Mr. Statham, but in certain minor things I am afraid, I cannot agree with him. In one small thing as marriage, as a married man myself who gets inspiration and solace from a married woman, I cannot be in agreement with Mr. Statham when he says that married women should not be appointed as teachers. My opinion is that married women can teach as well as unmarried women. I do not want to debate about the psychology of married life.

MR. KAYALAM PARAMESVARAN PILLAI: (*Additional Head Sirkar Vakil*): Should not married women be reserved to give solace to their husbands?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Then, Sir, some rule may well be brought against married men also whose leisure may be claimed by the married women in their homes.

In this House where there is an able member as Mrs. Lukose, I am not bold enough to say that married women are never to be in responsible posts. As far as efficiency is concerned I am sure that married women also keep up a very high level of efficiency in educational institutions and there is no reason why in order to obey a doctrinaire view these married women who entered service on the distinct understanding of a permanent tenure should be sent away and, Sir, there is no reason why they should not hereafter be entertained. Who knows, Sir, that the next Director of Public Instruction would not be more in love with married women and what will be their plight then, Sir, when, possibly the next Director might insist upon marriage as a condition of service, and, thus, by change of rules or byelaws of the department those old spinsters are compelled to seek their mates. I do not want to describe it for it will be a rather difficult situation.

In the same way, Sir, the reasons adduced by Mr. Statham for the bifurcation of the colleges on a new basis are not convincing. After all he is also in favour of bifurcation. There has been a bifurcation

LIBRARY ARCHIVES Kerala Legislative Assembly

vertical, now he wants a bifurcation horizontal. The bifurcation will involve re-duplication of staff, laboratories and libraries. Why should there be this division? The students of the Intermediate classes will become better by their contact with students of higher classes and further these two colleges have built up some traditions and it is not very wise from an educational point of view to disturb these institutions which have been allowed to build up noble traditions of their own.

Another point to which I want to draw the attention of the Director is this. His recommendations as regards Mahomedan education are not very convincing. I entirely agree with the diagnosis of the situation, but I am afraid that he had in mind the conditions of British India when he drafted those recommendations. What the Mahomedans of this country want is this. They must be given facilities for education. They are too poor. They must be given cloth and midday meal. The Director has also referred to the difficulties with regard to the Inspectorate. I do not think there is any particular necessity for abolishing the present Inspectorate. Let there be one Inspector more, not as an Assistant Inspector, as he purposes, but an Inspector to do propoganda work among the Mahomedans. I do not see the necessity of a minimum number of Mahomedan teachers or, of any one community as such in Educational service or in other departments. I am not standing in the way of the Mahomedans. What virtue there is in the Mahomedan Assistant Inspector as such does not quite appeal to me.

MR. KOMILEZHATHU SANKARAN: May I know from the member whether he is aware that the same recommendations are made in the report of the Hartog Committee?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: That is why I said he had the conditions prevailing in other parts of British India in mind when he drafted the report. I know he was so intimately connected with that report that he could not forget those facts when he came to draft this report.

MR. M. GOVINDAN: What is the condition elsewhere that necessitates the appointment of certain number of Mahomedan Inspectors?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Mr. Statham will be able to tell you better about it.

Next, Sir, in the last Session of the Council the Government had promised us that the major recommendations in the report will be given effect to only after consulting this House I have to say that it has not been fair on the part of Government to have made certain appointments recommended in the committee's report without placing the matter before us. That is not the kind of co-operation and courtesy we would expect from the Government.

Now another uninteresting feature of Mr. Statham's report is the nurturing of the Deputy Director in his office. I am not a believer

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. Kochikal P. Balakrishnan Tampi.]

in apostolic succession as far as Government appointments are concerned. As far as I can say, under Mr. Statham's scheme, the Deputy Director is like a Cardinal being trained and reared by the Pope of a Director. Mr. Statham will ere long flap his wings and fly off to British India and by that time, he will have incubated a Director in his office. He in his turn would incubate another Director and so on. That is not a very healthy feature. The Director's place must be a selection appointment.

Another observation, I wish to make, is that the teaching staff and the inspecting staff must not be made separate and water-tight compartments. Hereafter, as here to fore, it must be possible for one in the teaching line to become an inspector and *vice versa*.

Now one who enters the inspecting staff has the chance of becoming a Divisional Inspector or even the Deputy Director whereas a poor man as myself who began his career as a school teacher would not get an opportunity of getting a higher salary than Rs. 200 or 250.

MR. M. GOVINDAN : May I know from the member whether, apart from metaphors, there is any particular harm in an officer getting experience as Deputy Director getting the place of Director when it falls vacant ?

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: There is absolutely no harm in a man getting experience. My point is that a senior officer of the department does not need any particular or elaborate training to become the Director. Any man of liberal education who knows about the educational movements in the world can very well be a Director of Public Instruction. There is not very great harm for even if a school master is straightway appointed as Educational Director provided he is efficient.

Next, may I speak a word about the salaries of the Professors. He has not recommended to bring down the high salaries of the Professors of the college possibly because the proportional pay of the Director of Public Instruction might be affected. In the Chapter on College Education he could very well have mentioned about the undesirability of giving very high salaries to the staff of the colleges, I can appreciate the wisdom of giving high salaries to efficient men who have contributed something to the widening of the realms of the knowledge by doing some very commendable research work. But out of the ever so many Professors of the colleges how many are there who are better than over-grown school masters ? They are very highly fortunate. No doubt. Therefore in making the recommendations about the salaries the committee should have directed its attention to this, namely, the disproportionate high pay given to the members of the staff of the colleges.

I am grateful to Mr. Statham for the promise that he has given that the Legislature would be adequately represented on the Advisory Board. But I must get a further assurance from the Director that this House will get an equal representation as the other House on that Board.

LIBRARY ARCHIVES Kerala Legislative Assembly

I will close my remarks with just a word regarding the Vernacular Text-Book Committee. That has again been an unfortunate spot on Mr. Statham's shield. All the demoralisation of the Education Department was the direct result of this patronage being vested in the Director and the Inspectors of schools. I absolutely have no disrespect to the present Director of Public Instruction. As things stand at present, God alone knows whether the Inspectors know correctly any language under the sun. Certainly the faulty Malayalam of one Inspector can be compared only with the faulty Tamil of the other Inspector. I do not know the reason for such a responsibility being vested in the Director or the Inspectors when there are such genuine scholars like Messrs. P. K. Narayana Pillai, E. V. Krishna Pillai and Ullur S. Parameswara Aiyar. This procedure looks rather ridiculous. Therefore my suggestion is that the Director of Public Instruction should pay more attention to this matter in the light of the discussion that we had in the other House and also on the floor of this House.

In conclusion I congratulate Mr. Statham and the committee and I have reason to congratulate because there are two members of this House who had the opportunity of serving on the committee for the wonderful classic they have produced and the widest knowledge they have displayed. I have a special request to make to the non-official members of this House that, provided we accept this report, we must be prepared to make sacrifices. If we find that the report is useful this House must not deny Government the possibility of raising more funds by means of educational cess, because, I believe in the proverb that if we want to eat the cake we must pay for it. We must abide by the financial implications of that report. And we must not grudge voting the necessary funds.

MR. J. JOHN KATTAKAYAM: സർ, വഞ്ചിരാജ്യനിവാസികൾ വളരെ ഉൽകണ്ഠാപൂർവ്വം പ്രതീക്ഷിച്ചിരിക്കുന്ന ഈ വിദ്യാഭ്യാസപരിഷ്കരണക്കമ്മിറ്റിറിപ്പോർട്ട് സകലതും അവധാനപൂർവ്വം വായിച്ച വ്യഭിന്നമാക്കേണ്ടതുതന്നെ, പക്ഷാന്തരമില്ല.

നിലവിലിരിക്കുന്ന വിദ്യാഭ്യാസത്തിന്റെ ന്യൂനതകളെ പ്രത്യക്ഷമായി പ്രദർശിപ്പിച്ചും കാലാനുക്രമം വിദ്യാഭ്യാസത്തിൽ വരുത്തേണ്ട ഭേദഗതികളെ സമിഷ്ടിയായി വിവരിച്ചുംആണ് ഈ റിപ്പോർട്ട് പ്രസിദ്ധപ്പെടുത്തിയിട്ടുള്ളതെന്നു ഇതിന്റെ ഏതുഭാഗം നോക്കിയാലും നിഷ്പ്രയാസം മനസ്സിലാക്കാം.

രാജ്യത്തെ ജനങ്ങളിൽ ഒരു നല്ല അംശം മാതൃഭാഷാവിദ്യാഭ്യാസംപോലും ഇല്ലാതെ കഷ്ടപ്പെട്ട മൃഗീയമായി കാലയാപനം ചെയ്യുവരുന്നു.

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. J. John Kattakayam.]

വിദ്യാഭ്യാസപ്രചരണത്തിനായി മുന്നിറങ്ങി പ്രവർത്തിക്കുന്ന പൌരതതിയിൽപോലും സിംഹഭാഗവും ഇംഗ്ലീഷ്ഭാഷാ പരിചിതന്മാരല്ല. പഴയ പ്രതിനിധിസമിതികളിലും പുതിയ പ്രതിനിധിസമിതികളിലും ആംഗ്ലേയഭാഷാനഭിജ്ഞന്മാർ നിരന്തരം ഉണ്ടായിട്ടുള്ളതായി കാണാം.

ഇപ്രകാരമുള്ള ഈ രാജ്യത്തു് ഗവണ്മെൻറുപ്രസിദ്ധീകരണങ്ങളും മറ്റും മാതൃഭാഷയിലല്ലെങ്കിൽ അതുകൊണ്ടു ജനസാമാന്യത്തിന് ശരിയായ പ്രയോജനം സിദ്ധിക്കുന്നതും അല്ല.

സക്കാർ സർവ്വീസിലിരിക്കുന്നതും കൈവിരൽകൊണ്ടെണ്ണത്തക്കതുമായ വിദേശവ്യക്തികളുടെ ആവശ്യത്തെ ആധാരമാക്കി രാജ്യത്തെ ബഹുഭൂരിപക്ഷം ജനത്തിൻെറ ആവശ്യത്തെ ബലികഴിക്കുന്നതു് കഷ്ടാൽകഷ്ടതരംതന്നെ.

സക്കാർ സർവ്വീസിൽ വിദേശികളെ പ്രവേശിപ്പിക്കുന്നതിനുള്ള ഗവണ്മെൻറിൻെറ ശ്രമമാണു് ഇതിനെല്ലാം കാരണം.

ഗവണ്മെൻറിനു വിദേശികളെ ഒഴിച്ചുകൂടായെന്നു് നിർബന്ധമെങ്കിൽ താദൃശവ്യക്തികൾക്കു് മാതൃഭാഷാജ്ഞാനം നാംകി ഈ ന്യൂനതയെ പരിഹരിക്കേണ്ടതുംആണു്. വലിയ വാദപ്രതിവാദങ്ങൾക്കും മറും വിഷയമാകുന്ന പല ഭാഗങ്ങളും ഇതിൽ ഉൾപ്പെട്ടിട്ടുണ്ടു്.

പ്രതിനിധികൾക്കു് നിരൂപണത്തിനുവച്ചിട്ടുള്ള സമയം തുലോം പരിമിതമാണു്. ഈ സെഷൻ മുഴുവൻ വിനിയോഗിച്ചാൽപോലും അവരവർക്കു് പറയാനുള്ളതു പറഞ്ഞു എന്നു വരുന്നതല്ല. എന്നാൽ ശരിയായ നിരൂപണം ഒഴിച്ചുകൂടാത്തതുംആണു്. ഇപ്പോൾ ഗവണ്മെൻറു വിചാരിക്കുന്നവിധം സംഗതികൾ നടത്തുന്നു എങ്കിൽ പ്രതിനിധിസഭകളുടെ മുൻപാകെ കൊണ്ടുവന്നു എന്നു് പേരുവരുത്താമെന്നല്ലാതെ വലിയ പ്രയോജനം ഇതുകൊണ്ടു ഉണ്ടാവുമെന്നും തോന്നുന്നില്ല.

ഗവണ്മെൻറിൻെറ ഉദ്ദേശം റിപ്പോർട്ടിനെ കഴിയുന്നതും ഇതേതരത്തിൽ സ്വീകരിക്കണമെന്നുള്ളതാണെങ്കിൽ ഇതിലേക്കു ഈ പ്രസ്ഥാനം യോജിച്ചതു എന്നു സമ്മതിച്ചേതീരു. റിപ്പോർട്ടിലെ നിർദ്ദേശങ്ങൾ വ്യയഹേതുകമായിരുന്നാലും അവ പ്രായേണ ഒഴിച്ചുകൂടാത്തവയാണെന്നു സമ്മതിക്കണം. അരക്കോടിരൂപായോളം ഇപ്പോൾതന്നെ ചിലവുള്ള ഈ ഡിപ്പാർട്ടുമെൻറിൽ ഡയറക്ടർക്കു് ഒരു ഫിനാൻഷ്യൽ അസിസ്റ്റൻറുസെക്രട്ടറി ഒഴിച്ചുകൂടാത്തതുതന്നെ.

മറ്റുള്ള സെക്രട്ടേറിയറിലെ വിദ്യാഭ്യാസസെക്ഷൻ നിറുത്തലാക്കി ഡയറക്ടർതന്നെ ഗവണ്മെൻറിൻെറ എഡ്യൂക്കേഷൻസെക്രട്ടറിയാ

LIBRARY ARCHIVES Kerala Legislative Assembly

യി ഇരിക്കണമെന്നുള്ള അഭിപ്രായവും ആദരണീയമാണ്. ഇതു ഡയറക്ടർക്കു വലിയ ഒരധികാരമാണ്, ഇതുകൊണ്ടു ചിലപ്പോൾ വിഷമതകൾ ഉണ്ടാകുവാനും ഇടയുണ്ട്. ഈ ഭാഗത്തോടു യോജിക്കാത്തവർ പലരും കണ്ടേക്കാം.

ഡയറക്ടർ എന്നൊരുദ്യോഗം ഇല്ലാതിരുന്നകാലത്തു് ഒരു എഡ്യുക്കേഷൻ സെക്രട്ടറിയാൽ നിർവ്വഹിച്ചുവന്ന ജോലി ഇപ്പോൾ ഹജൂർ സെക്രട്ടറിയും ഡയറക്ടരുംകൂടി നടത്തിവരുന്നു. ഇപ്പോൾ ഡയറക്ടർ ഗവണ്മെൻറിലേയ്ക്കു അയയ്ക്കുന്ന റിപ്പോർട്ടുകളും മറ്റും നോക്കി ദിവാൻജിയുടെ രീതിമാനത്തിനു സമർപ്പിക്കാനുള്ള ചുമതലവഹിക്കുന്നതു് എഡ്യൂക്കേഷൻഡിപ്പാർട്ടുമെൻറിനെ സംബന്ധിച്ച ടത്തോളം കൂടുതൽ ജ്ഞാനമൊ, പരിചയമൊ, ഇല്ലാത്ത ഒരു അസിസ്റ്റൻറുസെക്രട്ടറി മാത്രമാണു്. ഇയാൾ ഇതരവകുപ്പുകളുടെ ചുമതലകൂടിവഹിക്കുന്നുണ്ടെന്നാണറിയുന്നതു്. ഇങ്ങനെ ജോലിവഹിക്കുന്ന ആൾ പ്രമോഷൻമൂലമൊ മറെറാ മാറിമാറിവന്നുകൊണ്ടിരിക്കുക സർവ്വസാധാരണമാണു്.

എല്ലാവകുപ്പുകാരുടേയും ചുമതലവഹിക്കുന്ന ദിവാൻജിയും ചീഫ്സെക്രട്ടറിയും സെക്രട്ടറിയുടെ താല്പര്യങ്ങളെ പ്രായേണ സ്വീകരിച്ചു പ്രവർത്തിക്കുകയാണു് ചെയ്യുന്നതു്.

MR. KALLUR NARAYANA PILLAI : ഇപ്പോൾ ദിവാൻജിയുമായി നേരിട്ടുസംസാരിക്കാൻ ഡയറക്ടർക്കു അസൌകര്യം നേരിട്ടിട്ടുള്ളതായി വല്ല അറിവുമുണ്ടോ?

MR. J. JOHN KATTAKAYAM : വേണമെങ്കിൽ റിക്കാർഡുകൾ മുഖാന്തിരം കാര്യം നടത്താമല്ലൊ എന്നു ചിലർ വിചാരിക്കുന്നുണ്ടു്. ഇതിനെസംബന്ധിച്ചു അഭിപ്രായവ്യത്യാസം ജനങ്ങൾക്കൊ ഡയറക്ടർക്കൊ ഉണ്ടായാൽതന്നെയും അസിസ്റ്റൻറുസെക്രട്ടറിയുടെ അഭിമതമനുസരിച്ചു് സംഗതികൾ നടപ്പിൽവരുന്നതിനും ഇടയാവുന്നു.

മിസ്റ്റർ രങ്കസ്വാമിഅയ്യങ്കാർ ഇക്കണോമിക്സ്വിദ്യാഭ്യാസംചെയ്തു ഡയറക്ടരായിരുന്നകാലത്തു് അന്നത്തെ ദിവാൻജിമാരായിരുന്ന മിസ്റ്റർ വാട്സും മിസ്റ്റർ സുബ്രഹ്മണ്യയ്യരും വ്യക്തിപരമായ ഏതോ ചില വിഷമങ്ങളോടുകൂടി വർത്തിച്ചിരുന്നു എന്നു കേട്ടിട്ടുണ്ടു്.

മഹാരാജാസ് കാളേജ് സയൻസുകാളേജ് എന്നും ആർട്ട്സ്കാളേജ് എന്നും രണ്ടുവിദ്യാലയങ്ങളാക്കിത്തീർക്കാനിടയാക്കിയതു അന്നു ഡയറക്ടറായിരുന്ന മി. സ്റ്റീഫൻസൻറെ അഭിപ്രായത്തെ അവഗണിച്ചു ദിവാനായിരുന്ന മി. രാഘവയ്യാ അന്നു് പ്രൊഫസറായിരുന്ന മി. രങ്ക

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. J. John Kattakayam.]

സ്വാമി അയ്യങ്കാരുടെ അഭിപ്രായത്തിനു കൂടുതൽ പ്രാധാന്യം കല്പിച്ചതു നിമിത്തമായിരുന്നു.

MR. KALLUR NARAYANA PILLAI : അങ്ങനെയാണെങ്കിൽ ഡയറക്ടറുടെ മീതെ ഒരു സെക്രട്ടറി ഉണ്ടായിരിക്കയല്ലെ വേണം?

. JOHN KATTAKAYAM : എന്റെ അഭിപ്രായം ഇതാണു്. പല അവസരങ്ങളിലും ഡയറക്ടറുടെ അഭിപ്രായത്തെ അനാദരിച്ചു ഗവണ്മെന്റു പ്രവർത്തിച്ചിട്ടുണ്ടെന്നു പ്രസ്താവിക്കാതിരിക്കാൻ നിവൃത്തിയില്ല. ഈദൃശസന്ദർഭങ്ങളിലും മറും ഡയറക്ടർ എങ്ങനേയും കാര്യങ്ങൾ നടന്നുകൊള്ളട്ടെ എന്നുള്ള നയം സ്വീകരിക്കുവാൻ നിർബന്ധിതനാകുന്നും ഉണ്ടു്. ഇതിനാലും മറും ഗവണ്മെന്റു വിദ്യാഭ്യാസവകുപ്പിനെ ശരിയായി നിയന്ത്രിച്ചു കൊണ്ടിരുന്നില്ലെന്നും ഗവണ്മെന്റിന്റെ തീർച്ചക്കായി അയച്ചിട്ടുള്ളതിൽ പലതും വളരെക്കാലമായി യാതൊരു തീർച്ചയും ഇല്ലാതെ ഇട്ടിരിക്കയായിരുന്നു എന്നുംമറും പല ന്യൂനതകളും കാര്യകാരണസഹിതം റിപ്പോർട്ടിൽ പ്രസ്താപിച്ചിരിക്കുന്നു. ഈ ന്യൂനതകളുടെ പരിഹാരത്തിനു ഡയറക്ടറെ ഹജൂർ വിദ്യാഭ്യാസവകുപ്പിന്റെ സെക്രട്ടറിയായി നിയമിക്കണമെന്നുള്ള കമ്മിറിയുടെ അഭിപ്രായം സർവ്വഥാ ആദരണീയമായിട്ടാണിരിക്കുന്നതു്.

ഡയറക്ടർ എന്ന പേരോടുകൂടിയല്ലെങ്കിലും മിസ്റ്റർ പി. അയ്യപ്പൻപിള്ള, ഡാക്ടർ മിച്ചൽ, മിസ്റ്റർ രാജരാജവർമ്മ, മുതലായവർ എഡ്യൂക്കേഷൻ ഡിപ്പാർട്ടുമെന്റിനെ മാത്രം പ്രതിനിധീകരിച്ചു് ഇതിനുമുമ്പു ഹജൂർ സെക്രട്ടറിമാരായ, ഇരുന്നിട്ടും ഉണ്ടു്. ഇതിൽനിന്നും പിന്നീടുണ്ടായ പരിഷ്കാരമാണു ഡയറക്ടർ നിർമ്മാണവും ഹജൂരിൽനിന്നും ആ സ്ഥാനം വേർതിരിച്ചതും എന്നുള്ള സംഗതിയും ഇവിടെ പ്രത്യേകം പ്രസ്താവയോഗ്യമായിട്ടാണിരിക്കുന്നതു്.

വിദ്യാഭ്യാസഡയറക്ടറും ദിവാൻജിയും അപ്പോഴപ്പോൾ കണ്ടു പരസ്പരം കാര്യങ്ങൾ മനസ്സിലാക്കിയിരിക്കുന്നതു നല്ലതുതന്നെ. പഞ്ചാബ്മുതലായി ബ്രിട്ടീഷ് ഇൻഡ്യയിലെ പല സ്ഥലങ്ങളിലും വിദ്യാഭ്യാസഡയറക്ടറെ ഗവണ്മെന്റിന്റെ വിദ്യാഭ്യാസകാര്യദർശിയായി നിയമിച്ചിട്ടുള്ളതും കമ്മിറി ചൂണ്ടിക്കാണിച്ചിരിക്കുന്നു

MR. M. N. PARAMESVARAN PILLAI : ദിവാൻജിയും ഡയറക്ടറും ക്ലർക്കുടെ മാറിക്കൊണ്ടിരിക്കുന്നതുകൊണ്ടു സെക്രട്ടറിയേറ്റിൽ ഒരു എഡ്യൂക്കേഷൻ സെക്രട്ടറി ഉണ്ടായിരിക്കുന്നതല്ലെ നല്ലതു്?

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. J. JOHN KATTAKAYAM. സെക്രിട്ടറിയും മാറാമല്ലോ?

MR. M. N. PARAMESVARAN PILLAI: ദിവാൻജിമാർ വെളിയിൽനിന്നും വരുന്നവരാകകൊണ്ടു് ഇവിടേയുള്ള ഒരാൾ സെക്രിട്ടറിയായി സെക്രിട്ടേറിയറിലിരിക്കയല്ലേനല്ലതു്?

MR. J. JOHN KATTAKAYAM: പ്രമോഷൻമൂലവുംമറും അവർ ക്കുടക്കുടെ മാറുമല്ലോ. ഇൻഡ്യൻ വിദ്യാഭ്യാസലോകത്തിൽ മിസ്റ്റർ സ്റ്റാത്താമിനുള്ള സ്ഥാനം തുലോം ഉപരിയാണു്.

ഡയറക്ടറാഫീസിലെ വിവിധന്യൂനതകളെപ്പറ്റിയും റിപ്പോർട്ടിൽ വിവരിച്ചിട്ടുണ്ടു്. എന്നാൽ പ്രഥമവും പ്രധാനവുമായ നിർദ്ദേശം രേണുക്കുടത്തെപ്പറ്റിയാണു്.

വിദ്യാഭ്യാസമേലധ്യക്ഷന്റേയും ഇൻസ്പെക്ടറിംഗ് ഉദ്യോഗസ്ഥന്മാരുടേയും കാര്യക്ഷമമല്ലാത്ത ഭരണരീതികളേയും മറും പറഞ്ഞു കമ്മിറ്റിനിർദ്ദയം അധിക്ഷേപിച്ചിരിക്കുന്നു. ആധുനികവിദ്യാഭ്യാസത്തിന്റെ പരാജയത്തിനു കാരണം ഉദ്യോഗസ്ഥന്മാരുടെ അനാസ്ഥയും ഭരണവൈകല്യങ്ങളും ആണെന്നു കമ്മിറ്റി പ്രത്യക്ഷത്തിൽ പ്രദർശിപ്പിച്ചിട്ടുണ്ടു്. വാസ്തവത്തിൽ ഇതു സമ്മതിക്കാമെങ്കിലും കമ്മിറ്റിക്കാരുടെ ദൃഷ്ടിയിൽ നല്ലവയായി യാതൊന്നും കാണാതിരുന്നതു തുലോം വിസ്മയാവഹം എന്നേപറയേണ്ടതുള്ളൂ.

മി. പ്രൈഡ് മലയാളംസ്കൂൾ അസിസ്റ്റൻറ് ഇൻസ്പെക്ടർമാർഇംഗ്ലീഷ്സ്കൂൾ മാസ്റ്റർമാരാകാൻ അയോഗ്യന്മാരാണെന്നു പറഞ്ഞപ്പോൾ ബിഷപ്പ് അതിനെ ശരിവച്ചു. മറെറാരു ഡയറക്ടർ ഇവർക്കു പ്രമോഷൻ നല്കി ഇവരെ ഇംഗ്ലീഷ്സ്കൂൾ ഹെഡ്മാസ്റ്റർമാരാക്കി. ഡെപ്യൂട്ടിഡയറക്ടർ ആവശ്യമെന്നു മിസ്റ്റർ രാമസ്വാമിഅയ്യർ പ്രസ്താപിച്ചു. ഹാഡ്സൺഡ്വരയുമായി മി. അയ്യർ പിണങ്ങിയപ്പോൾ ഈ ഉദ്യോഗം വേണ്ടന്നായി. ഡെപ്യൂട്ടിഡയരക്ടറുദ്യോഗം ചീഫ്ഇൻസ്പെക്ടറുദ്യോഗമായി രൂപാന്തരപ്പെട്ടു. ഡാക്ടർ മിച്ചൽ കർശനമായി മുക്കടമുഷ്ടി പിടിച്ചിരുന്ന ഗ്രാൻറുസ്കൂളുകളുടെ നേരെയുള്ള നയം മിസ്റ്റർ രാമസ്വാമിഅയ്യരുടെ ഭരണത്തിൽ നാമാവശേഷമായി.

ഇംഗ്ലീഷ്സ്കൂൾ ഇൻസ്പെക്ടറന്മാരുടെ അധികാരം, ഒന്നു് മലയാളംസ്കൂൾ ഇൻസ്പെക്ടരുടെ അധികാരം വേറൊന്നു്, ഇംഗ്ലീഷും മലയാളവും കൂടേയുള്ള മദാമ്മയുടെ അധികാരം മറെറാന്നു്. ഈവക അസമത്വങ്ങൾ കാണുന്നതിനൊ അവയെ പരിഹരിക്കുന്നതിനൊ ഡയറക്ടർക്കു സാധിക്കുന്നില്ല.

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. J. John Kattakayam.]

സ്കൂൾലീവിംഗ് പരീക്ഷ നന്നെന്നൊരിക്കൽ, അതിനുശേഷം അബദ്ധമാണെന്ന വേറൊരിക്കൽ; മുഖ്യപരീക്ഷ അത്യാവശ്യമെന്ന ഹാഡ്സൺ കമ്മിറ്റി; വേണ്ടെന്ന സ്റ്റാത്താം കമ്മിറ്റി; ട്രെയിനിംഗ് രണ്ടു വർഷംവേണമെന്ന ഡാക്കർ മിച്ചൽ പറയുമ്പോൾ ഒരുവർഷം മതിയെന്നമറെറാരാൾ; രണ്ടുവർഷവും തികച്ചുവേണമെന്ന ഇനിയും ഒരാൾ; ഗ്രാൻറ് എന്നു പോയിട്ട് അംഗീകാരംപോലും തരികയില്ല, മാനേജ്മെൻറാക്കെ താഴെവയ്ക്കണം എന്ന മനസ്ഥിതി ഒരു ഡയറക്ടർ പ്രദർശിപ്പിച്ച പ്പോൾ ഏതു കെട്ടിടത്തിനും ഗ്രാൻറുതരാം പരീക്ഷായോഗ്യതയില്ലാത്ത കുട്ടിയുശാന്മാരുപോലും പള്ളിക്കൂടംവച്ചു ഞങ്ങളെ സഹായിക്കുകഎന്ന മറെറാരു ഡയറക്ടർ; ഇങ്ങനെ പറഞ്ഞുതുടങ്ങിയാൽ നാനാവിധ അബദ്ധകോലാഹലങ്ങളും സുലഭമായിക്കാണും.

Mr. KOMILEZHATHU SANKARAN: ഗ്രാൻറുസ്കൂൾ പാടില്ലെന്നു തുർപറഞ്ഞു?

Mr. J. JOHN KATTAKAYAM: ഗ്രാൻറുസ്കൂളേ പാടില്ല, എന്നാണ് ഡാക്കർ മിച്ചലിൻെറ നയം.

Mr. KOMILEZHATHU SANKARAN: അങ്ങനെ അഭിപ്രായപ്പെട്ടതാരാണെന്നു പറയാമോ?

Mr. J. JOHN KATTAKAYAM : ഡാക്കർ മിച്ചൽ.

Mr. KOMILEZHATHU SANKARAN: ഡാക്കർ മിച്ചലിൻെറ കാലത്താണു കാളേജ് വിദ്യാഭ്യാസത്തിനു ധാരാളം പ്രചാരം സിദ്ധിച്ചതെന്നു മെമ്പർക്കറിയാമോ?

Mr. J. JOHN KATTAKAYAM : അക്കാലത്തു ഇത്ര പ്രചാരം സിദ്ധിച്ചതായി എനിയ്ക്കു തോന്നുന്നില്ല. ഗ്രാൻറുസ്കൂൾ അധ്യാപകന്മാർ രാഷ്ട്രീയമായ പലകാര്യങ്ങളിലും ഇടപെടാറുണ്ട്. സാഹിത്യപരമായി അവരുടെ സമയം നയിച്ചിരുന്നാൽ അതു ജനതതിക്കു ഒരു വലിയ അനുഗ്രഹപ്രദമാകുമായിരുന്നു.

Mr. KOMILEZHATHU SANKARAN: ഗ്രാൻറുസ്കൂൾ അധ്യാപകന്മാർ രാഷ്ട്രീയകാര്യങ്ങളിലും പ്പെട്ടതായി മെമ്പർക്കറിയാമോ?

Mr. J. JOHN KATTAKAYAM: എനിക്കു പരിചയമൊക്കെ അറിയാം.

Mr. KOMILEZHATHU SANKARAN : ഇങ്ങനെയുള്ളവരുടെമേൽ വല്ല നടപടിയും നടത്തിട്ടുണ്ടോ?

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MR. J. JOHN KATTAKAYAM: ചിലരുടെമേൽ നടപടി നടത്തിയതായോ ഇനിയും ചിലരുടെമേൽ നടപടി നടത്താൻ പോകുന്നതായൊമറെറാ ഒക്കെ കേൾക്കുന്നു. ഗ്രാൻറുസ്കൂൾ അധ്യാപകന്മാരേയും സക്കാർസ്കൂൾ അധ്യാപകന്മാരെപ്പോലെ വിചാരിക്കണം. ഇവർ രാഷ്ട്രീയസംരംഭങ്ങളിൽ ഭാഗഭാക്കാകരുത്. ഇക്കാര്യത്തിൽ പ്രത്യേകം നിഷ്കർഷിക്കണം. വിദ്യാഭ്യാസപരിഷ്കരണക്കമ്മിററി ഏർപ്പെടുത്തുന്നുഎന്നു കേട്ടപ്പോൾ അധികം സന്തോഷിച്ചതും കമ്മിററിറിപ്പോർട്ടു പുറത്തുവന്നപ്പോൾ ദുഃഖിച്ചതും മലയാളം സ്കൂൾ അധ്യാപകന്മാരാണ്. മലയാളം സ്കൂൾ അധ്യാപകന്മാരുടെ ശമ്പളം വളരെ പരിമിതമാണ്. അവക്ക് ശമ്പളക്രമീകരണം ഈ റിപ്പോർട്ട് വെളിയിൽവരുമ്പോൾ കിട്ടുമെന്നുദ്ദേശിച്ചിരുന്നു. ഈ റിപ്പോർട്ട് അവരെ ഭഗ്നോൽസാഹരാക്കുകയാണു ചെയ്തത്. ഇവക്ക് ശമ്പളക്രമീകരണം കൊടുക്കണം. ഉയർന്ന ഉദ്യോഗസ്ഥന്മാരുടെ ശമ്പളം കുറയ്ക്കണം.

MR. KOMILEZHATHU SANKARAN: മലയാളംസ്കൂൾ അധ്യാപകന്മാക്ക് ഫർ ശ്രുപാ ശമ്പളമുണ്ട്. അവർ നാട്ടിൻപുറങ്ങളിലുള്ള ഗൃഹസ്ഥന്മാരേക്കാൾ കൂടുതൽ വരവുള്ളതായിട്ടറിയാമൊ?

MR. J. JOHN KATTAKAYAM: എനിക്കറിവില്ല. റിപ്പോർട്ടിൽ വഞ്ചിഭൂവാസികളേവരുടേയും സർവ്വപ്രധാനമായ ശ്രദ്ധയ്ക്കു വിഷയീഭവിക്കേണ്ടതു പ്രാഥമികവിദ്യാഭ്യാസമാകുന്നു.

നാട്ടഭാഷാവിദ്യാഭ്യാസത്തെ സംബന്ധിച്ച റിപ്പോർട്ടിൽ മൂന്നദ്ധ്യായത്തിലായി വിവരിച്ചിരിക്കുന്നു. ഈ ഭാഗം ശ്രദ്ധാപൂർവ്വം പ്രത്യേകം നോക്കേണ്ടതു തന്നെയാണ്. രണ്ടുവ്യാഴവട്ടക്കാലത്തിനു മുൻപു ഡാക്ടർ മിച്ചലിൻെറ കാലത്തുതന്നെ രാജ്യത്തെ ജനങ്ങളെയെല്ലാം നാട്ടഭാഷാവിദ്യാഭ്യാസമുള്ളവരാക്കിത്തീർക്കണമെന്ന നയം ഗവണ്മെൻറു അംഗീകരിച്ചിട്ടുള്ളതാണ്. എന്നാൽ ഏതാവൽ പത്തുശതം ഏകദേശം 10-ശതമാനം കുട്ടികൾക്കുമാത്രമേ വിദ്യാഭ്യാസം നൽകുവാൻ സാധിച്ചിട്ടുള്ളു എന്നതു ഏതുയോ ശോചനീയമായ ഒരവസ്ഥയാണ്.

നിർബ്ബന്ധവിദ്യാഭ്യാസംക്രടാതെയും തൊടുപുഴ, മൂവാറുപുഴ, അടിയായ താലൂക്കുകളിലെ മലം പ്രദേശങ്ങളിലും മറും സമീപകാലത്തുതന്നെ തനമായി കുടിയേറി അധിവസിക്കുന്ന സ്ഥാനങ്ങളിലും മറും ഗവണ്മെൻറിൽ നിന്നും നേരിട്ടു സ്കൂളുകൾ സ്ഥാപിച്ചും മറുംവേണ്ട പ്രോത്സാഹനങ്ങൾ ചെയ്താലല്ലാതെഎല്ലാവരേയും പ്രാഥമിക വിദ്യാഭ്യാസമുള്ളവ

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. J. John Kattakayam.]

രാക്കി തീക്കുകസുകരമല്ല. പ്രാഥമികവിദ്യാഭ്യാസത്തിനുള്ള ചിലവു ഇക്കഴിഞ്ഞ ൨൦-വർഷകാലത്തു ഏഴുലക്ഷത്തിഅമ്പായിരത്തിൽ നിന്നും ഇരുപത്തിഏഴുലക്ഷത്തി എൺപത്തിഅയ്യായിരമായും പ്രൈമറിസ്കൂളുകളുടെ സംഖ്യ ൧൧൩൨-ൽ നിന്നും ൩൮൭-ആയുംവർദ്ധിച്ചു.

വിദ്യാലയങ്ങളുടെ വർദ്ധനവും അതുകൊണ്ടു ചിലവാകുന്നഭീമതുകയും ക്രമീതാരതമ്യപ്പെടുത്തുമ്പോൾ തദനുസരണമായ വിദ്യാഭ്യാസംജനസാമാന്യത്തിനിടയിൽ പ്രചരിപ്പിക്കുവാൻ കഴിഞ്ഞിട്ടില്ലഎന്നുള്ളതു ലോം ശോചനീയംതന്നെ. ൧-മുതൽ൭വരെ ക്ലാസുകൾകൊണ്ടു പ്രാഥമികവിദ്യാഭ്യാസം മതിയാകുമെന്നു ഗവണ്മെൻറു വിചാരിച്ചിരുന്നതു് ഡാക്ടർ മിച്ചലിൻെറ കാലത്തോടുകൂടി ൮-വരെ വേണമെന്നുംസ്ഥാനാംകമ്മിറ്റി റിപ്പോർട്ടു കൊല്ലംവേണമെന്നുമാണു്. കമ്മിറ്റിയുടെപ്രസ്തുത നിദ്ദേശം വളരെനല്ലതുതന്നെ. ൧-൦ക്ലാസിൽ ചേരുന്നകുട്ടികളിൽ നൂറിനു ൫൧വീതമേ അഞ്ചാംക്ലാസിൽ എത്തുന്നുള്ളുഎന്നതു വളരെ സങ്കടകരമാണു്.താഴ്ന്നക്ലാസുകളിൽ പഠിക്കുന്ന കുട്ടികൾ അവിചാരിതമായി തങ്ങളുടെ വിദ്യാലയവാസം ഉപേക്ഷിക്കുന്നതുമൂലം അവർ പഠിച്ചതുമറക്കുകയും തന്മൂലം അവക്കുവേണ്ടി ചിലവാക്കിയതുക പാഴാക്കുകയും ചെയ്യുന്നതുഎവിടേയും ഏതുകാലത്തും സാധാരണയായിത്തീരുന്നു.

ഈ ന്യൂനതകളെയെല്ലാം കാണിച്ചു മിസ്റ്റർ രങ്കസ്വാമിഅയ്യങ്കാർ ഡയറക്ടരായിരുന്നകാലത്തു ഗവണ്മെൻറിനെ അറിയിച്ചെങ്കിലുംഏതുവൽപ്പെട്ടന്നും ഇതിനു ഒരു പരിഹാരം ഉണ്ടാക്കുവാൻ ഗവണ്മെൻറിനു കഴിഞ്ഞിട്ടില്ല. പ്രാഥമികവിദ്യാഭ്യാസത്തിനു ചെയ്യുന്നചിലവു പാഴായിത്തീരുന്നതിനുള്ള കാരണങ്ങൾ കമ്മിറ്റിക്കാർ പലതും രേഖപ്പെടുത്തിയിട്ടുണ്ടു്. മിക്കസ്കൂളുകളും അപൂർണ്ണസ്കൂളുകളായതും ആൺപള്ളിക്കൂടങ്ങളിൽ പെൺകുട്ടികളെ ചേർത്തുപഠിപ്പിക്കുവാൻ അനുവദിച്ചിട്ടുണ്ടെങ്കിലും പെൺകുട്ടികളെ പെൺപള്ളിക്കൂടത്തിൽ ചേർത്തുപഠിപ്പിക്കണമെന്നു് നിർബ്ബന്ധമുള്ളതായി കാണുന്നതും മറ്റും ഇതിൽ കാരണങ്ങളാണു്. ൧-മുതൽ ൫-വരെക്ലാസുകളിൽ ൩-ലക്ഷംകുട്ടികൾക്കു പഠിക്കുവാൻ സ്ഥലമുണ്ടെന്നുകാണുന്നുണ്ടു്. ഇപ്പോൾ ഉള്ളസ്ഥലത്തുനിന്നു ൪ലക്ഷംകുട്ടികളെ പഠിക്കുന്നതായിട്ടുള്ളു. ൨-൪-ലക്ഷം കുട്ടികൾക്കു പഠിക്കുവാൻസ്ഥലം ഒഴിഞ്ഞു കിടക്കുന്നു. ഇതിനാൽ വിദ്യാഭ്യാസപ്രായമുള്ള കുട്ടികളിൽനൂറുക്കു-ൻ ൩-പേർക്കും ഇപ്പോഴുള്ള കെട്ടിടങ്ങളിൽസ്ഥലമുണ്ടെന്നു പ്രത്യക്ഷമാണു്. ബ്രിട്ടീഷിൻഡ്യയിലും മറ്റും നിർബന്ധവിദ്യാഭ്യാസത്തിനു ഒരുവലിയപ്രതിബന്ധമുള്ളതു പ്രൈമറിസ്കൂളുകളിൽ എല്ലാകുട്ടികളേയും

LIBRARY ARCHIVES Kerala Legislative Assembly

ചക്കുവാൻ വേണ്ടസ്ഥലസൌകര്യമുണ്ടാക്കിക്കൊടുക്കുന്നതിനും മറ്റും നരിടാവുന്നപ്രാരംഭചിലവുകളുടെ വലിപ്പത്തെപ്പറ്റിയുള്ള ഭയമാണ്. ഈ വിധമൊരു വിഷമംനമുക്കില്ലെന്നു സ്പഷ്ടമാണ്.

ഫീസില്ലാതിരുന്നിട്ടും സ്ഥലസൌകര്യമുണ്ടായിരുന്നിട്ടും ഉള്ള സ്ഥലംമുഴുവൻ നിറയുവാൻ പര്യാപ്തമായ വിദ്യാഭ്യാസപ്രായമായ കുട്ടികൾ നമുക്കുണ്ടായിരുന്നിട്ടും അവയിൽ പലതും ഒഴിഞ്ഞുകിടക്കുന്നതു് രാജ്യത്തുനിർബന്ധിത വിദ്യാഭ്യാസം ഏർപ്പെടുത്തുവാൻ ഇടയാകാത്തതു നിമിത്തമാണ്. ദരിദ്രരായ അധഃകൃതവർഗ്ഗക്കാരുടെ കുട്ടികളാണ് പ്രായേണ സ്കൂളുകളിൽ ചേരാതിരിക്കുന്നതു്. ഇതുവളരെ പരിതാപകരമാണെന്നും ഈ ന്യൂനതയെ അചിരേണ പരിഹരിക്കേണ്ടതാണെന്നും ഞാനും സമ്മതിക്കും.

ഫോറം-ൽ നടപ്പിൽ ഇരുന്ന ഡാക്കർമിച്ചലിന്റെ പരിഷ്കാരം തുടർന്നിരുന്നു എങ്കിൽ ഇപ്പോഴത്തെ ഇതിനെക്കാൾ ഒരു പരിഹാരം ഉണ്ടാകുമായിരുന്നു. ഫോറം-ൽ മാത്രമുണ്ടായിരുന്ന പ്രൈമറിസ്കൂളുകളുടെ സംഖ്യ ഫോറം-ൽ തന്നെ ഫോർ-ൽനിന്നും വൺ-ആയും വൺ-ക്ലാസു മാത്രമുണ്ടായിരുന്ന സ്കൂളുകളുടെ സംഖ്യ ഫോർ-ൽ നിന്നും ത്രീ ഫോർ-ആയും, ടൂ-ക്ലാസുകൾ മാത്രമുണ്ടായിരുന്ന സ്കൂളുകളുടെ സംഖ്യ സെവൻ-ൽ നിന്നും ടെൻ ആയും കുറഞ്ഞു. എന്നാൽ ഈ നയംമാറിയതിന്റെ ഫലമായി ഫോർ-ക്ലാസുള്ള വൺ സ്കൂളുകളും വൺ-ക്ലാസുള്ള സെവൻസ്കൂളുകളും ടൂ-ക്ലാസുള്ള ടെൻസ്കൂളുകളും ഇപ്പോൾ ഉണ്ടായിട്ടുണ്ട്. ഇങ്ങനെ അകെയുള്ള ഫൈവ് സ്കൂളുകൾ ഉള്ളവയിൽ ടെൻ സ്കൂളുകൾസർക്കാർവക തന്നെയാണ്. അപൂർണ്ണമായ ഇത്രയധികം സ്കൂളുകൾ നടത്തിയതിന്റെഫലമായിവളരെ പണവും മനുഷ്യപ്രയത്നവും നഷ്ടപ്പെട്ടിട്ടുണ്ടെന്നുള്ള കമ്മിറ്റിയുടെ അഭിപ്രായത്തെ ഞാനും ഖണ്ഡിക്കുകയില്ല.

The Council adjourned for lunch at 1-15 P. M. and met again at 2 P. M.

MR. M. N. PARAMESVARAN PILLAI: Sir, education of his children is the most important subject which engrosses the earnest and anxious attention and consideration of every citizen, ho wever low or highly placed he may be; and we are indeed thankful to Government for having given us an opportunity to discuss the merits of the recommendations contained in the report of the Education Reforms Committee,—recommendations which, if accepted, will produce very great

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. M. N. Parameswaran Pillai.]

and far reaching consequences on the future educational policy of the State. The prosperity and well-being of his subjects were the paramount considerations which encouraged our young Maha Raja to constitute this committee for devising measures for the further advancement of education in the country, but I am afraid that no useful purpose is going to be served by our discussion when Government are determined to sanction one by one the proposals of the committee before non-official opinion is ascertained.

At the outset I must remark that the report reveals that Mr. Statham has come into our midst with a pre-conceived notion that everything is rotten in the State of Denmark and he has, therefore, attempted in the pages of his voluminous report to impress upon the world that in Travancore, so far as education is concerned, everything is in a state of utter confusion and that the people are groping in the dark and that the whole system of education needs thoough overhauling. Our thanks are, no doubt, due to this Solomon the Wise, for the advice he has given us. I am not unaware of the fact that there are many defects in the existing system of our education, as defects are bound to exist in all human institutions in the world ; but I have only to caution my friends that they should not be deluded by such false alarms given by persons who have little knowledge and experience of the conditions prevailing in our country. Most of the defects pointed out in the report have been noticed before by the members of our Legislative Council and the Sri Mulam Popular Assembly and also by the Education Expenditure Committee appointed by Government in 1919.

The report of the present Education Reforms Committee, with due deference to the members who sat on it, appears to me to be one man's report. It is exactly of the same size, form and get-up and contains almost the same number of pages as the Report of the Auxiliary Committee of the Indian Statutory Commission of which Mr. Statham himself was the Secretary, and I think it is only a natural and inevitable coincidence that very many of the recommendations of the Auxiliary Committee happen to be incorporated into our report by the authors thereof without rightly understanding the local conditions and implications of those recommendations. Our Government could have saved the poor tax-payer's money if instead of appointing this committee they had only placed the report of the Auxiliary Committee before an expert body of educationalists in this land to see whether any of the recommendations of that committee could be profitably availed of by us. Sir, within the short time at my disposal it is not possible for me to dwell upon all the points raised in the report. I shall confine myself to a few of those points which, in my opinion, deserve serious consideration by every one who has the country's welfare uppermost in his mind. We have, therefore, to see now whether the recommendations of the committee are the only panacea for the existing evils in our educational system.

I shall first deal with the question of control. In the matter of control the recommendation of the committee is that the Director of

LIBRARY ARCHIVES Kerala Legislative Assembly

Public Instruction should also be the Education Secretary having direct dealings with the Head of the Administration. The main reason for suggesting such a change is that the Education Secretary is not an expert on educational matters and that he should not, therefore, be allowed to sit in judgment over the Director who is supposed to be an expert. There is a fundamental error in this conception. At the outset I must say that education is not at all such a technical subject as to preclude a lay man from giving his opinion. Except in the matter of prescribing the curriculam of studies all the other matters which fall within the purview of the Director's duties, viz., appointments, transfers promotions, allotments of grants, and similar other things are purely non-technical. Even in the matter of fixing curriculam of studies the Director of Public Instruction cannot be said to be an expert, for the curriculam of studies ranges over a variety of literary and scientific subjects, and in our experience we have never come across a Director of Public Instruction in the State who was well conversant in all such subjects. Even assuming that the Education Department is a technical department it is a colossal ignorance to hold that an expert alone is entitled to criticise the policy of the department.

Sir, you may be well aware that in the late European War it was not the military expert who controlled the military operations in the battle fields. Three lay men, known then as the Big Three (Wilson, Lloyd George and Briand), who were no military experts, were giving advice to the Commanders who actually fought the war. Historians may remember that it was the desire of the military expert to be left to himself in laying down and carrying out policies concerning his department that led to the famous controversy between LordDalihouse and Napier and also between Lloyd George and Lord Kitchner. Even today the military policy and expenditure of the Government of India are being controlled by the members of the Legislative Assembly and the Council of State, composed mostly of non-technical men. As a matter of fact it is the lay man who lays down the policy everywhere and the expert only carries out the same. In the matter of education the lay man has the right to judge whether the course of studies prescribed by the expert is best suited to the requirements of the people.

If the recommendation of Mr. Statham is to be accepted it will not be out of place to expect the Dewan to be an expert in all matters pertaining to the State administration. He must have expert knowledge not only on education but also of medicine, engineering, electricity, industries, and other technical subjects. If experts alone are competent to pronounce any opinion on technical matters, I ask, why have the Government placed this report before this Council for consideration and waste our time. If experts alone have the right all the Legislative Bodies and Parliaments in the various countries of the world will become superfluous because of want of jurisdiction to legislate on matters purely technical. Even in the Madras Presidency such a system does not find favour with the Government and the Chairman of our committee had

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. M. N. Parameswaran Pillai.]

to travel all the way to the Punjab and the Central Provinces for finding illustrations for his position. In the Punjab the Director of Public Instruction is no doubt the Under Secretary to Government also and in the Central Provinces he is the Secretary as well, while in most of the other Provinces there is a Secretary for education who passes orders on behalf of Government.

I may in this connection point out that the conditions in British India are different from those obtaining in our country. In British India the Minister for Education in each Province, very often a non-technical man, is now responsible for controlling the educational policy and directing its execution. Both in the Punjab and in the Central Provinces the Director of Public Instruction is working directly under the Minister for Education. Before ministerial responsibility is introduced here it will be thoroughly unwise to make the Director of Public Instruction the Secretary for Education also. It is just like appointing the prosecutor judge as well.

Those who advocate this system in British India owing to short tenure of office of the Education Secretaries it has very often become impossible for them to acquire any expert knowledge of education or of education administration. The Auxiliary Committee of the Indian Statutary Commission has reported that during the course of seven years in the United Provinces there had been six Secretaries in charge of Education and in the course of 8 years there had been nine Secretaries for Education in Madras and seven in Bombay, Bengal and Bihar and five in Assam. We have not till now experienced any such serious difficulties in our Secretariat. Some years ago we tried the system proposed by Mr. Statham. Dr. Mitchell was not only the Director of Public Instruction but also the Education Secretary, but subsequently that arrangement had to be given up as unworkable.

A Secretariat is highly necessary for its function is to examine and criticise the proposals of the Director from the point of view of broad policy and in the light of the financial position of Government. I would therefore strongly oppose this amalgamation of powers proposed by the committee.

Next I wish to speak about the general effect of some of the recommendations of the committee on the educational progress of the State. Most of the recommendations are highly retrograde in character and in effect. The proposals to open mixed schools, to restrict admission to secondary schools and colleges, to refuse admission to failed students, to increase the fees and to raise other educational cesses and to start Residential System of education—all these are likely to give a set back by the striking educational progress which the State has made in recent years under the sedulous and fostering care of His 'Highness' Government. The whole progress of our State is mainly due to the comparative cheapness of our education. Cheap education is of fundamental importance as a Nation Building Service and it is through literacy that an intelligent electorate, on which the progress of a country must depend, is created. Costly education keeps off the poor and makes the

LIBRARY ARCHIVES Kerala Legislative Assembly

power vest in the hands of the capitalists. In England there was a time when the aristocracy was scrupulously careful in making education highly costly and it was only after a political upheaval which resulted in the springing up of several Universities all over the country that the labour party was able to come to the fore-front to wield power. In this connection I wish to read a passage from Professor Laski's Book on "Democracy in Crisis" published this year for the information of the Council. What he says at page 72 of his book is worth remembering :

> "The second factor is the intellectual condition of democracy itself. Decision in politics requires the trained mind and our system of education limits its possession to a small fraction of the citizen body. The reason is a simple one. The education is expensive and in a capitalist democracy more is unlikely to be spent on it than is necessary for its maintenance as a going concern. To educate the masses, so that they can, in any large numbers, enter into possession of the intellectual heritage of civilisation is, in the traditional phrase, to educate them beyond their station. This is not all. The higher the general level of training in a capitalist democracy, the more difficult it is to maintain the classic division between the rich and poor. For, a highly trained proletariat will never be long content to remain a proletariat. If it has the keys of knowledge in its hands, it will attack the system which maintains inequality without principle. All regimes built upon inequality draw their strength from the ignorance of the multitude, and all such regimes seek their methods of education such as are least likely to injure their own foundations. The sense that knowledge is either urgent or possible is rare enough, and so long as ascent to it is possible the masses will rarely have sufficient scepticism of the order under which they live to enquire into the steepness of the ascent. An educational system which in most western countries ends at the age of fourteen is an insurance for capitalism against inconvenient attack."

Sir, in spite of the several defects in our present system of education it must be admitted that education has done a tremendous good to our country by creating a spirit of national consciousness in our people. Our education is responsible for the change in our outlook of life. Once the ideal was that the country should be the paradise of the rich and the purgatory of the poor. The ideal now is no longer the accumulation of wealth in the hands of the few but to make the country's wealth the possession of the whole people. Looking at education from this standpoint the proper conduct of Universities is a matter of first rate importance to the State, because it is in them that the leaders of the country are trained,—leaders who will be able to play a worthy part in public life.

The extension of technical training instead of literary training has been advocated as a measure to combat the problem of unemployment in the country. But my honest view is that the training of more technical experts will only create more unemployment in the country, unless there are industries to absorb them. We have in our midst several experts even with high European qualifications, but what benefit can they do to the people as long as Government are not prepared to give them all necessary convenience and facilities to use their brain power to the best and full advantage of the country. In spite of the numerous technical schools we find that England and other European

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. M. N. Paramesvaran Pillai].

countries have not been able till now to solve the problem of unemployment satisfactorily. Medicine and Engineering can employ only a relatively small number and the education of doctors and engineers is also very expensive.

In Travancore, which is a country of many religions and manifold religious differences, it is impossible to introduce religious or moral instruction in public schools. Such a course is likely to prove a prolific source of class jealousies and rivalries. As Swift remarked

> "We have just religion enough to make us hate but not enough to love one another."

As regards religious education this is what Raja Narendra Nath has stated in his minute of dissent to the Report of the Auxiliary Committee of the Indian Statutory Commission:

> "State ought not to undertake to determine for a coming generation the ever shifting boundary of Faith and Reason."

In another place he says:

> "The Government must keep its hands clear of all religious questions and cannot, therefore, easily undertake the teaching of any particular theology."

Sir, we send our students to schools not to train them for the monastery but to turn them out as ideal, selfless citizens and better servants of humanity. The primary function of University education is to train more broad-minded, tolerent and self-reliant citizens. The so-called religious education in public schools will practically be of no use. In fact we find that very many of the greatest atheists of the West have been the products of schools and Universities where religious instruction was compulsory. If religious education is essential or necessary it is easy for the parents to give such instruction better at home than school masters. Even such a course appears to be highly objectionable because in my view no parent has the right to pin his child to a particular faith. Each individual must have the liberty to know God in his own way. What the child really wants is not religious education but moral training. "Morality," a great writer has once remarked "is the end, and spirituality the means, and religion is the hand-maid of morals."

With regard to our present day teachers and professors the public opinion is that there are not very many who are fit to impart religious or moral instruction. Precepts without practice are of no use. In the matter of selection of teachers, professors and even Directors, Government do not care to see that only men of sterling character are selected, men about whose antecedents the people have absolutely no complaint. If any professor, teacher or Director lapses from virtue, he must be dismissed. There was a time when professors, even the most eminent of them, were sent out of the educational institutions for a single lapse of virtue, but now no action is taken even though such lapses are of daily occurrence. The crown and glory of life is character. Even in war Napolean said "the moral is to the physical as ten to one." The imparting of religious instruction in public schoo

LIBRARY ARCHIVES Kerala Legislative Assembly

even under the conditions stated at pages 198 and 199 of the report is open to serious objection. The two most important religions of the State are Hinduism and Christianity. While the former is known for its tolerance the latter is characterised by an aggression and ardent spirit of proselytism. And in making this recommendation, Mr. Statham cannot escape the charge of being more a missionary than an educationalist. Mr. Statham himself admits in his report that in many of the aided schools duplicity, dishonesty and fraud are being perpetrated every day. In a considerable number of cases grants are not being wholly used for the purpose for which they are sanctioned. Some schools, we are told, keep duplicate registers of receipts and expenditure. Under such a vicious atmosphere is it possible to impart any useful instruction on religion or on fundamental morals?

Separate schools for Mahomedan girls once adopted tend to become permanent and as conceded by Mr. Statham himself tend to be less efficient than the general schools, and the proposal of the committee to maintain such schools does not at all promote the cause of nationalism. In British India the Government are forced by circumstances and political necessity to pander to the conservative tendencies of Muslims but there is no such necessity in Travancore. Separate schools and religious instruction in public schools will create communal rivalry and jealousy in a pregnant form and will infect the rising generation with the virus of mutual jealousy. It is, therefore, undoubtedly desirable that students belonging to all castes and communities should be educated and trained together.

The idea to appropriate Devaswom funds for State education is shocking to the Hindus. I am sure if an English man made such a recommendation in England, to take the funds belonging to the churches or other religious endowments for secular purposes, he would have been publically horse-whipped. Why did not the committee, I ask, recommend for the appropriation of the funds belonging to the churches and mosques in the State? Every self-respecting Hindu must resent this proposal for the confiscation of Devaswom funds. The work of the spoliation of Devaswom funds commenced in the days of Col. Munro will be complete if the present recommendation of his countryman is accepted. It is indeed an insult offered to the Hindu community and Hindu religion and Mr. Statham must do amends by openly apologising to the community and expung his recommendation from the report.

MR. KOMILEZHATHU SANKARAN: May I know from the member whether he is aware that church funds are utilised for educational purposes in the State?

MR. M. N. PARAMESVARAN PILLAI: Where? On the other hand what I find from the report of Mr. Statham is that funds provided for such institutions by Government are utilised for several other purposes.

MR. KOMILEZHATHU SANKARAN: May I know whether the member will have any sort of objection to diverting Devaswom funds for establishing Devaswom schools?

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. M. N. PARAMESVARAN PILLAI : I would have had no quarrel with the committee if they recommended that Devaswom funds may be utilised for religious education of the Hindus?

MR. KOMILEZHATHU SANKARAN: I meant establishment of Devaswom schools by diverting Devaswom funds.

MR. M. N. PARAMESVARAN PILLAI : I have no objection if the purpose for which it is to be used is to impart religious or moral instruction to the people.

MR. KOMILEZHATHU SANKARAN : Is it the member's personal opinion?

MR. M. N. PARAMESVARAN PILLAI: I can only give my opinion.

As regards the transfer of education to private agencies, I have to offer a few words. The trend of modern opinion is that the State should have the control of the schools. Just as the State controls the vending of poison it should take care to control the vending of intellectual poison.

MR. S. PIRAVIPERUMAL PILLAI: Even if the management is transferred from the department to private agencies could not the State have a control?

MR. M. N. PARAMESVARAN PILLAI: My view is that the State will not have such effective control as it is now exercising.

That the provision, extension and improvement of elementary education of the masses is one of the primary duties of the State is a principle that is now universally accepted. The one important advantage of education being in the hands of Government is that whenever any improvement in any direction is desired it will be easy for Government to lead the way. Further, in Travancore the soil is not at all congenial for the transference of education to local and private agencies. We have not such local bodies as District Boards and Taluk Boards and the number of Municipalities in the State is only very limited and these institutions are not financially able to take up such costly schemes as education. The private agencies in Travancore are purely communal or sectarian and those who know the conditions in the State will readily admit that it is dangerous to transfer education entirely to the control of such private agencies.

MR. KOMILEZHATHU SANKARAN: May I know from the member whether he is aware of the fact that there are some 12 schools in the State whose control or management is vested in private agencies are closed for all time to certain sections of the population?

MR. M. N. PARAMESVARAN PILLAI: There may be. But that is a sorrowful state of affairs.

With regard to co-education opinion appears to be sharply divided as to the possibility or desirability of adopting or extending such a system. In my view before co-education is accepted as a policy the fundamental idea must be impressed in the mind of every boy from earliest

LIBRARY ARCHIVES Kerala Legislative Assembly

infancy that a girl's body is sacred, that her body is the cradle of children to come and injury done to it may spoil the whole race. He must learn to look upon her as the potential mother of future generations, upon whose preservation in body, mind and soul from evil, the regeneration of the race depends. The spirit of chivalry and reverence for women is lacking in the public school boy of to-day. In the United Provinces and in the Punjab co-education does not appear to be welcomed. In Madras also there is a strong feeling against it among the middle classes. In Burma, where Co-education exists.....

PRESIDENT: Your time is up.

MR. K. P. NILAKANTA PILLAI: Sir, I congratulate Mr. Statham for having closed his labours in connection with the report earlier than many of the committees set up in Travancore for similar purposes and made it ready for print, and I congratulate the Government more for having ordered the report to be printed and circulated amongst us so that we may be given an opportunity to read and read over the pages of this voluminous report. Sir, just like what has been observed by Mr. M. N. Paramesvaran Pillai, Mr. Statham lost sight of two very important factors in the preparation of the report, namely, the suitability of the report to the local conditions obtaining in Travancore and the acceptability of the report by the enlightened Travancore. Having lost sight of these two important aspects the report thus prepared by the committee cannot as a whole be acceptable to the country. This report would have been more appreciated and readily accepted by the people of some backward regions beyond the North-west Frontier Provinces or in far off Assam. But so far as we are concerned, we fully endorse the view of Mr. Statham when he emphasised the point that there is nothing novel or revolutionary in his report. But I may assure Mr. Statham that we are not so weak-hearted that our hearts may fail if he recommended some revolutionary changes, regarding the educational policy to be pursued hereafter, provided these changes were meant rightly to advance the educational interests of the State.

Sir, I was listening to the very entertaining speech of Mr. Statham explaining the various important aspects of the report, but I heard two distinct voices in his speech, one genuine and utilitarian, probably Mr Statham's own voice with his own arguments, the other sentimental and non-patriotic where the words and arguments are partly exported from the pages of the Report of the Statutory Commission on Education and partly from vague demands made by interested and self-seeking persons and their partisans in Travancore. My present purpose is to draw the pointed attention of the House to seven points which are according to me highly objectionable if our Government decide one day or other to give effect to the recommendations in the report. My important points are regarding the direction and control, the creation of the Deputy Directorate, the recommendation that Government should divest itself of the management of many departmental schools, the imparting of religious instructions in schools, the withholding of fee concessions to poor students of forward communities, the enhancement

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. K P. Nilakanta Pillai.]

of fees for Science and Arts courses and the appropriation of Devaswom funds for educational purposes. These are the seven points where I differ from Mr. Statham. But it should not be deemed for a moment that I am completely in agreement with the other recommendations made by Mr. Statham. I am more or less in agreement with those recommendations, not because they find a place for the first time in the report of Mr. Statham, but because I have had occasion as a member of this House and in many other capacities to consider those points and record an opinion regarding those matters.

Sir, about the control and direction Mr. Statham's definite recommendation is that the Director ought to be made also the Secretary to Government for Education. The two arguments which Mr. Statham uses in support of this recommendation are, (1) there is lack of efficiency in the Secretariat and (2) there is lack of opportunity for the Director for personal discussion with the Dewan, the Head of the Administration, and therefore there occurs inordinate delay in carrying out educational policy in Travancore.

Mr. Statham concedes on page 11 of his report that it is the clear duty of the Government to settle and enunciate educational policy and to see that the Education Department carries out that policy. If that be so, Mr. Statham must be proceeding with the discussion on the assumption that questions of policy arise for decision every day or every fortnight Otherwise his two main arguments, *viz.*, the inefficiency of the Secretariat and the lack of opportunity for personal discussion between the Head of the Administration and the Director of Public Instruction will hold no water. If the duty of the Government is to settle educational policy and to see that it is carried out by the Education Department, the Directorate of the Education Department merits the accusation of inefficiency more than the Secretariat.

Secondly, it has been the out-cry in this House as well as outside that the educational expenses are going out of control. It was the Secretariat that has been controlling the growing educational expenses of the State and it has mainly been responsible for the constant and continuous execution of the educational policy of the State. Even accepting Mr. Statham's recommendation that for efficiency it is necessary, to appoint the Director as the Educational Secretary to the Government, what I say is that the same system has been found to be a failure elsewhere. Recently in Bengal the experiment of assigning the post of the Director of Public Instruction as well as Under Secretary to Government to the same person was tried and abandoned. Even if this is accepted there will be differences of opinion between the Director and the Deputy Director and between both the Inspectors and the Inspectresses. Who is to settle these differences if the Director is made autocrat? From all these points and for keeping the policy of the department consistent and continuous for some years to come it is highly necessary that there should be a Secretary, independent of the control of the educational authorities, in the Secretariat.

LIBRARY ARCHIVES Kerala Legislative Assembly

Sir, the second question is the creation of the post of the Deputy Director. I do not propose to reiterate the arguments advanced in the Lower House against this appointment. But I may tell that it is an unnecessary creation of a vested interest which is undesirable and the Government of His Highness the Maha Raja should be given the complete freedom to choose the Director who is to shape the educational policy of this country from time to time. The hands of Government should not be tied down by the creation of this undesirable vested interest which once created it would be very difficult to divest. The very same experiment was tried here and had to be given up and its results are very bitter in our memory even to-day. The creation of the post of a Deputy Director who is expected to distribute a wide patronage at a particular time will only secure the department an array of corrupt favourites brilliant in crow-catching or cringing and what little reputation the department is having now will be done away with in a short time. And the retention of a person enslaved to set notions and policies and who has been made incapable of assimilating new impressions and a new educational spirit, the birth of which may take place at any time, will prove highly detrimental to the educational progress of the State. Instead of advancing the educational progress of the State this recommendation, if accepted, would go a great way to retard the progress of education and so I am entirely against this proposal.

The third recommendation is that Government should divest itself of the management of many of the departmental institutions. As the accredited Secretary to the Indian Statutory Commission on Education, Mr. Statham could not be taken to be ignorant of the important recommendations they have made, the evidence they had collected, and the arguments they used in support of those recommendations. Sir, I need hardly remind Mr. Statham that Travancore is not at all advanced in the sphere of local self government or the formation of local bodies as it is the case in British India. Now I may simply bring to the notice of Mr. Statham some of the recommendations of the Statutory Commission in spite of the fact that British India has advanced far when compared with Travancore in the sphere of local self government. There is no comparison between the two places in this respect. I am using only some important quotations in support of my arguments. The Commission says :—

> "We cannot accept the view that Government of India should be relieved of all responsibility for the attainment of universal primary education. We have not suggested nor do we suggest that the responsibility of Ministers in the Provinces should be reduced. On the contrary we are of opinion that they have been reduced too much already by a devolution on local bodies which has taken the control of primary education to a large extent out of their hands, with unfortunate results."

Viewing the position in the Bombay Presidency as a whole the Commission says:—

> "We think it is to be regretted that a system of primary education which had been formed on sound lines should have been handed over to the control of local bodies without interference from Government, or its ministers or Education Department. The control of education in Bengal can scarcely be said to have

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. K. P. Nilakanta Pillai.]

been handed over to local bodies to any appreciable extent. District Boards and Municipalities maintain and manage very few secondary schools and the effective control by Government over secondary education is in no way limited by powers possessed by local bodies. In Bengal, Government is still responsible for the organisation and control of primary educations".

Thus after reviewing Province after Province the Commission says:—

"There is thus ample evidence that local bodies are very inexperienced in the difficult work of educational administration".

And the committee concludes thus:

"We are of opinion that education is national service and the State cannot divest itself of its responsibility in the matter".

Having reminded Mr. Statham all these I ask the question how he was enabled and what materials were available for him to make this recommendation to be adopted in a State where there is neither local self-government, nor local bodies, but where there are only institutions partaking of the nature of what may be called 'venture schools' started for the personal aggrandisement of individuals or particular communities controlling or managing them. Mr. Statham's colossal ignorance of the local conditions is responsible for this recommendation. I am strongly against this recommendation and even go to the extentof saying that such institutions I described above should be made to die as early as possible and the State should take over and run them. So, before jumping headlong on the basis of this report the Government must decide as Madras has recently decided that their duty for sometime is to cleanse the stables and to concentrate on increasing the efficiency and ineffectiveness of the existing institutions after having carefully readjusted and redistributed them, before a further programme of reformation and expansion is adopted.

The next point which I want to refer to is about religious instructions. My friend Mr. Paramesvaran Pillai has said enough about it. I should like to know from Mr. Statham what the evidence was or the materials before him to make such a recommendation, whereby he invokes the aid of Government for the encouragement of religious instructions in public schools? According to me anyone making a demand for giving religious instruction in public schools wherefrom no community is excluded is making a very vague demand and I am not surprised that Mr. Statham has also made an equally vague recommendation.

MR. R. M. STATHAM: May I know from the member whether he can point out any recommendation in the report that religious instruction should be given in public schools?

MR. K. P. NILAKANTA PILLAI: Probably Mr. Statham may be making a difference between the public schools and other schools in the State. That difference may exist so far as schools in England are concerned. But I do not think that there is much difference between public schools and schools of other kinds in Travancore. The

LIBRARY ARCHIVES Kerala Legislative Assembly

word may or may not apply, but in reality that is the case. In British India three conditions were laid down for religious instruction being given in schools, namely, (1) No preference to any particular religion to the exclusion of others (2) No charge on public funds (3) Instruction to be given outside school hours. These are the three conditions under which religious instruction was allowed to be given in public schools in British India. I do not understand the materials upon which the committee based this recommendation here. I think Government should keep their hands off this recommendation. It may create sectarian disputes and lead to a lot of difficulties. In the interests, and for the well-being and prosperity of the country it is well that the Government keep aloof from this recommendation which is capable of producing dangerous consequences. My submission is that if the members of the committee felt that they were really old fashioned to deal with this thorny question they should not at all have taken it up.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Does the member think that this country is full of people who have banned God altogether from their calculations?

MR. K. P. NILAKANTA PILLAI: I do not answer that question.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Is not the question in good form, Sir?

MR. K. P. NILAKANTA PILLAI: The next point that I wish to deal with is poor students and fee concession. Does Mr. Statham think that the education of a nation as a whole is advanced by saying to the advanced community "stop or retard your progress till the other backward communities also come up to your level". I ask in all humbleness how a State can differenciate the poor of a forward community and the poor of a backward community. This recommendation while attempting to solve a problem now existing among the backward communities proposes to create a similar problem in future among the forward communities. Such a recommendation to emanate from an eminent educationist like Mr. Statham is highly regrettable. It is undoubtedly desirable that students of all communities should be educated, but there cannot be any distinction between the poor boys belonging to *forward* communities and the poor boys belonging to *backward* communities. If the committee had recommended that all the children of the backward communities and the poor children alone of the forward communities must be encouraged by Government and treated alike in the matter of special facilities for education, I would have had no quarrel with Mr. Statham.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Has it not been the practice hitherto to give special concessions to the children of the backward communities in the matter of education?

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. K. P. NILAKANTA PILLAI: I thought I had made my position quite clear when I said that I would have had no quarrel with Mr. Statham if he had recommended *all* children of the backward communities and the poor children alone of the forward communities being treated alike in the matter of concessions from Government. I would go to the extent of saying that even if facilities for compulsory primary education for *all* the children of the backward communities had been recommended by the committee, I would have had no quarrel with the committee.

MR. KOMILEZHATHU SANKARAN: May I ask the member whether, till very recently, most of the departmental schools were not open to the children of certain communities?

MR. K. P. NILAKANTA PILLAI: My powers in this matter are very limited. If I had half a dozen guns and the right to use them, I would at once have blown down such schools.

MR. KOMILEZHATHU SANKARAN: May I ask the member whether the question I put is relevant or not?

MR. K. P. NILAKANTA PILLAI: I have already stated, Sir, that I would be the first man to vote for the demolition of such schools.

PRESIDENT: Mr. Sankaran, your questions mostly convey information and do not ask for it. Please ask questions to elicit information.

MR. K. P. NILAKANTA PILLAI: The next recommendation which I propose to deal with is the one relating to the enhancement of fees for the Science and Arts courses. As a matter of fact this is perhaps the most unpatriotic of the recommendations of the committee. Let us consider the results of this recommendation if it is given effect to. It will surely drive out of Travancore a lot of our young men; and, on account of that, indirectly, a lot of Travancore money will go outside Travancore. Our colleges also, like the colleges in the Madras Presidency, are affiliated to the Madras University. So far as I know the University has not prescribed any minimum fees for the colleges affiliated to it. It may even happen, therefore, that, just to attract our students, the colleges outside may reduce their fees. The inevitable result will be, of course, that Travancore students will be absolutely helpless and will have to seek admission in colleges outside our State, in the Madras Presidency. It is therefore that I suggested that this recommendation to enhance fees is a very unpatriotic recommendation and therefore should not be given effect to. Personally, I do not see any harm in giving facilities for collegiate education as far as accommodation in our colleges would permit. In any event, it is not wise at present to enhance school and colleges fees.

The seventh point I want to deal with is the recommendation about the utilisation of Devaswom funds for educational purposes. I would only request Government not to pay any heed to such highly controversial suggestions. Enough has been said here about this matter.

LIBRARY ARCHIVES Kerala Legislative Assembly

This is a Hindu State mainly and our Maha Raja is a Hindu. We can safely take it that His Highness knows best how to make use of the Devaswom fund. No one else need be anxious about it. The Hindus in the State may be left to decide whether the funds of their Devaswoms should be used for public works or for medical aid or for education or for any other purpose. I would therefore request that this recommendation also need not be given effect to.

MR. V. S. ARUMUKHAM PILLAI: The impression left in my mind after a perusal of the whole report may be briefly summed up in the following words. The whole Education Department is in a state of chaos. The Director does not direct properly, the Inspector does not inspect properly, the teacher does not teach properly, and the manager does not manage properly. The result of all these, according to the committee, is waste of money, waste of time and waste of energy. While dealing with the various recommendations proposed by the committee I am reminded of the old memorable passage which we all have learnt at school, namely, "Old order changeth yielding place to new." If the recommendations in the report are given effect to we would have a new order of things, changing and yielding place to old. In regard to the recommendation for mixed staff, for instance, such a system was once in existence in Travancore. Gradually male teachers were eliminated from girls' schools. Now, again, the Education Reforms Committee proposes mixed staff. Similarly, in the case of the post of Deputy Director also, we had it here some years back. It was subsequently abolished. We find it again now. Another instance is the institution of a public examination at the end of the Fourth Form. Formerly, we had what was called the Middle School Examination. That reappears now in the form of an examination at the end of the Fourth Form. I shall now proceed to deal with the various recommendations in the report.

The first and foremost that calls for serious attention is the transfer of Government schools to private agencies. At page 306 of the report we find a vivid picture of the management of schools by the private agencies in Travancore. The managers are, in general, charged with defrauding Government money, the maintenance of false registers and fictitious acquittance rolls, etc. The picture is perhaps the darkest conceivable. The wonder of it is that Government have not yet taken any action against the individuals concerned; and the managers themselves seem to have coolly pocketed the strictures against them, in the report, without trying to vindicate their honour and prestige. Under the circumstances, I have no hesitation to say that the allegations are true. I cannot say that they are false, especially in view of the fact that they have proceeded from eminent educationists including an Inspector of the Nayar Service Society Schools. Sir, it is to such private agencies that the committee recommends that our Government schools should be entrusted. We all know and it is an admitted fact that Travancore stands foremost in the matter of education, both male and female, and it is also a well-known fact that the number of schools directly managed by Government is far greater here than anywhere

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. V. S. Arumukham Pillai.]

else. What is the inference? The only legitimate inference that can be drawn is that our progress in education is entirely due to the fact that there are in Travancore more schools directly managed by Government than those managed by private agencies. Mr. Statham may assure us that, under his new scheme for more efficient control, these scandals will be eradicated. But I seriously doubt how the new controlling agency will be able to find out means to eradicate these evils which the present officers have not been able to check all these years. The utmost that we can expect is an increase in the number of inspections, say by one or two. I do not think that, this by itself, can eradicate the evils referred to in page 306 of the report. It is not only Mr. Statham that has made this attempt to tackle this problem. In fact every reformer has been trying and hoping that under his scheme such defects will not exist. As the report itself says, much depends on the drive and enthusiasm of the Inspectorate in particular and of the controlling agency in general. I am at a loss to know how Mr. Statham is going to supply these two rare commodities to the new Inspectorate which he has in view. I do not find any indication of that in the report, any indication as to how he is going to do it.

Next, I shall deal with the reorganisation of the colleges. This subject has also been dealt with by my friends. I have got just one or two points about it. As Mr. Balakrishnan Tampi put it, the committee recommends a horizontal section of the colleges here. What now exists is a vertical section, of the old college, as it were. The college has been divided into the Arts and the Science Colleges. What is now proposed is that these colleges must be divided into an Intermediate College and a B. A. College. That is the so-called horizontal dissection that has been proposed by the committee. This certainly involves considerable expenditure. Even at the outset, it is apparent that the Intermediate College will require its own new additional laboratory. That certainly involves heavy additional expenditure. Secondly, the Intermediate students will not get the advantage of the teaching and guidance of the comparatively better qualified men now available in both the colleges. Again I am afraid the tone and atmosphere of the Intermediate Classes will go down. For these reasons, I oppose the proposed horizontal section of the Maha Raja's College. I am in favour of the retention of the present arrangement.

Then, with regard to co-education, mixed staff, etc., in these matters it is first necessary for us to find out the reasons which necessitated the separation of girls' schools from boys' schools. I shall now attempt to indicate some of those reasons. First of all, there is difference in the curricula of studies. Provision has to be made for sewing, music and such other subjects in the girls' schools. Secondly, the appointment of male and female teachers in the same schools has in the past given room for scandals. Thirdly, experience has taught us that it is also not desirable to have male Inspectors to inspect girls'

LIBRARY ARCHIVES Kerala Legislative Assembly

schools also. To substantiate the last point I shall read a passage from a statement made by an eminent educationist of Travancore:

"Earnest on the subject of language, we should not forget that a Lady Inspectress like the one who is now in office was necessary to clear the atmosphere of its impurities which a few years ago wafted their own notoriety even to the far off Britain."

MR. M. GOVINDAN: May I know the book that the member is reading from?

MR. V. S. ARUMUKHAM PILLAI: It is a statement made by Mr. O. M. Cheriyan, B. A. L. T.

MR. M. GOVINDAN: Statement made before whom?

MR. V. S. ARUMUKHAM PILLAI: It is addressed to Mr. K. Venkatesvara Aiyar, Secretary to the Vernacular Committee, Travancore.

The report does not disclose the non-existence now of any of these reasons which I have just mentioned. Further, the present policy of the department is to eliminate male teachers from girls' schools. The only possible inference from that is that the reasons which necessitated the separation of girls' schools from boys' schools in former years still exist. In these circumstances, it is surprising how Mr. Statham has thought it fit to advocate co-education and mixed staff.

Next, with regard to the vocational bias schools. Admittedly, the world-wide economic depression is due to over-production. Paddy and cocoanut sell at low prices. Workmen and artisans, such as masons, carpenters and goldsmiths, are all out of employment. Mr. Statham hopes to solve the knotty problem of unemployment by the creation of these vocational bias schools. Without dilating too much upon it I shall quote from an eminent educationalist, the Vice-Chancellor of the Calcutta University, Dr. Urquhart, a passage appearing at page 7 of the Hindu of Thursday, the 16th November. Dr. Urquhart says:

"Your change-over to technical education would be an excellent panacea, if it were a case of posts waiting until men are trained to fill them. Those turned out of technical training schools find the greatest difficulty in securing employment. There are many trained to the utmost pitch and efficiency in the West who can find nothing to do on their return to this country."

In this connection I would also refer to the fate of our existing Industrial Institutions as will be seen from the Unemployment Committee's Report at pages 16 and 17. I shall read the relevant portions. As regards the Commercial School at Alleppey, the committee opines:

"Though there is little or no unemployment now among those trained in this school, the Headmaster feared that in about five years more the supply might become excessive."

With regard to the Sri Mulam Technical School at Trivandrum they say:

"It has had a chequered career. The school began by training men for whom there was no demand. Students had to be attracted for its classes by scholarships and stipends and reduction of fees. In spite of these attractions, the number of admissions in the Mechanical Overseer Class came down from 21 in 1921 to 5 in 1924 and in the Fitter's Class from 21 in 1921 to 10 in 1924. The fall was mainly due to the failure of the trained students to get employment."

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. V. S. Arumukham Pillai.]

The Committee goes on to say :

"The Carpentry and Smithery School at Quilon was specially intended to attract pupils from the Kammala community. But there were very few applicants for admission from this community. * * * * We were told that the pupils were attracted by the stipends and rarely had any intention of setting up as carpenters."

In regard to the School of Arts at Trivandrum the committee observes :

"It is believed that many of those who learn ivory carving and silver work in the school follow these trades as the employees of the ivory and silver-ware shops at Trivandrum. There are, however, numerous instances of pupils joining the handicraft classes as stipendiaries merely for the sake of the stipends or for becoming drawing masters in schools."

That is the state of affairs with regard to the Industrial Institutions existing at present.

Next with regard to the restriction as regards the employment of married women, it is a pity, Sir, that though our State can boast of a large number of distinguished lady-graduates, not one of them was on the committee. The exclusion of married women tantamounts to the prevention of higher education among ladies and, further, it would cause many educated ladies to remain unmarried. With these words, I oppose the recommendation as regards the restriction for employing married women.

As regards the closure of incomplete schools recommended by the committee, I have got a word or two to say. Education should be within the easy reach of every citizen, however poor he may be. To a citizen of the modern State education is as much necessary as light and air. The effect of the recommendation will be to deprive the poor children of the opportunities of acquainting themselves with even the alphabets. The poor parents will not be able and will not be prepared to send their small urchins to distant places and, so, it is necessary that there must be some facility for the education of children up to the eighth year in every village. The absence of any such facility will be assigned as a ground against the proposed compulsory education which is also within the contemplation of the committee.

Next with regard to religious instruction I would first refer to the report of the committee appointed to revise the curricula of studies in the year 1908. At page 42 they expressed themselves thus :

"The Committee discussed the question of introducing religious or moral instruction into schools. They were all agreed that an education entirely devoid of influence in the direction of morality and right living cannot be considered complete, and may even be productive of harm. But they consider the difficulties in the way of religious teaching in a country like India, except in schools restricted to a particular religion or sect, insurmountable ; while their fear is that direct moral teaching is likely to degenerate into mere routine and so lose its value. It must not, however, be thought that moral influence is necessarily absent in schools because the curriculum does not provide for a course of instruction in morals. It is one of the first duties of a teacher, whatever grade of school he belongs to, to influence his pupils for good. This he can only do by himself living a strictly honourable and upright life."

LIBRARY ARCHIVES Kerala Legislative Assembly

Next I shall read a passage from the 1910 Educational Review (page 317) on religious instruction:

> "Religious teaching" says the report "cannot be given in the compulsory standards. Small children will not be benefited by a system of abstruse religious ideas, especially when imparted by teachers who are not likely to possess a vast amount of culture nor capacity for the expression of philosophic ideas in a manner intelligible to very young children."

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Is the member objecting to religious instruction being imparted? Is he expatiating on the difficulties?

MR. V. S. ARUMUKHAM PILLAI: I object to the introduction of any sort of religious instruction.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Is it on the ground that it is not desirable or not practicable?

MR. V. S. ARUMUKHAM PILLAI: It is both impracticable and undesirable. It is impracticable. In South Travancore, for example, most of the schools are managed by Christian Missionaries and it is impracticable for a Christian institution to provide for the teaching of Hinduism, because it is not possible and the atmosphere also is not suitable for the imbibing of religious principles in Hinduism. Further, as my friends pointed out, it will create animosity and hatred even among the boys. Of course, grown up students and grown up men may put up with it but the imparting of religious instruction in the schools to small boys will certainly create hatred and quarrel amongst the boys. These are the practical difficulties in the way of introducing religious instruction in the schools. So, the best way is to avoid religious instruction in the schools. That is what eminent educationists like Professor John Dewy recommend.

PRESIDENT: Your time is up.

MR. S. PIRAVIPERUMAL PILLAI: Sir, the report of the Education Reforms Committee, unlike the reports of various other committees, has the good fortune, if I may say so, of receiving the benediction of the representatives of the people, for which I congratulate Mr. Statham and his colleagues. Sir, during the Budget Session, a couple of months ago, Government gave the assurance that the recommendations of the committee will be placed before both the Houses of the Legislature for expression of their considered views before Government passed any final orders. Sir, though not fully, the Government have been able partially at least to fulfil this assurance, for which I congratulate the Government also. Sir, the report has now been placed before the House in a manner which is unprecedented in the annals of Parliamentary procedure, so much so, it should not be understood at the end of the discussion that this House has given its verdict on all the recommendations made therein.

Proceeding now to the report, it says that though large sums of money have been spent in the name of education we have not been receiving any suitable pre-University training or any general training

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. S. Piraviperumal Pillai.]

or for that matter, we have not in any way, built character, physical well-being or sound health. Sir, whomsoever the committee may make responsible for this, either the Government or the department or the private agencies, the blame can certainly not be laid at the doors of the poor pupils who seek education or the innocent tax-payer from whom money has been wrung out for their education. Sir, a perusal of the report reveals the fact that the suggestions made therein, though they may be good or bad, revolutionary or otherwise, seem to have been actuated by a sincere desire to improve the present condition of education in the State and benefit the pupils who may seek education in future and for this I thank the committee. Sir, it has been stated on the floor of the representative institutions, in the press and on the platform outside, that the system of education now obtaining is one very much literary and that the pupils who go out of the schools do not find it possible to get suitable employment for earning any wage or to enter into new occupations after their scholastic career. Sir, it is seen that to remove this evil the committee have recomended the opening of vocational bias schools and special technical and technological institutions. The question is whether after the pupils get educated in these new technical schools and technological colleges, they will be able to get any employment. The Unemployment Committee, which was presided over by an equally eminent educationist and assisted by equally eminent members, have recorded the finding that:

> "We are not in favour of a rapid expansion of technical education. We are emphatically of opinion that it will only aggravate the problem of unemployment as industries do not exist to absorb the trained men".

So that it should not be understood that I am against the opening of these technical schools or technological colleges as the committee have recommended. What the Government should do immediately is to start an industrial survey so that ample opportunities may be afforded to pupils who go out of these institutions to start new industries, with the aid of cheap power that may be generated by the Pallivasal Hydro Electric Scheme.

It is also gratifying to note that the committee, with a view to shake off the slave mentality that exists now-a-days and that ascribes a false prestige to turban appointments, have recommended the instruction of manual training compulsory in all schools and classes. Sir, those who have gone through the speech of Mr. Ramsbotham, Parliamentary Secretary to the Board of Education, will not fail to appreciate this recommendation.

With regard to religious instruction, I have one word to say. My friends who spoke on the subject have already stated various arguments. The world to-day, Sir, is dominated by science. The committee themselves have condemned the present mode of instruction imparted. They say:

> "The recitation method which consists chiefly of spoon feeding by the teacher and under which the pupils become almost entirely passive recipients of undigested information,"

LIBRARY ARCHIVES Kerala Legislative Assembly

has been replaced in most other countries, by other methods which involve greater activity on the part of the pupils. They in other words advocate the creative system. Sir, the habit of questioning in the region of knowledge should be inculcated in the people. That being so, I ask whether it would be advisable to instil particular religious belief in the minds of the pupils thus sacrificing the scientific habit. The Unemployment Committee say:

> "It must be recognised that beliefs and superstitions imbibed in childhood deeply colour one's outlook and attitude to life and exercise the strongest influence upon conduct even when one may consciously feel free from such influence."

Sir, in view of these facts I am of opinion that religious instruction should not be imparted in schools at all.

Coming next to adult education, with great respect to the committee, I must say that they have not bestowed as much attention as they ought to. They say that

> "In India however such a large proportion of the population of the adults is illiterate and the idea of extension work among adults cannot very easily be entertained until the adult population is more literate."

Sir, in these days of improvements in imparting education such as by movies and broadcasting it is indeed very surprising that a committee presided over by Mr. Statham should not have thought of imparting instruction to the adults in rural villages by organising public lectures with the aid of cinema illustrations and broadcasting speeches, of course, in the Vernaculars of the people. This is a matter, which in my opinion ought to engage the earnest attention of the Government.

With regard to Vernacular education I have a word to say. There has been a huge cry that the committee have now prepared the coffin of the Vernacular language. Sir, in page 161 from the heading of the paragraph "Abolition of Vernacular Middle Schools," it may appear to be so. But, Sir, if we pass one or two sentences we find it is a reconstruction of the Vernacular schools that has been recommended and if the difficulties that have been stated by Mr. Statham could be surmounted and Vernacular be made the medium of instruction then, I do not think there is any necessity to apprehend that the committee is sounding the death knell of the Vernacular language.

In this connection, Sir, I wish to say one word with regard to the facilities for primary education in Tamil. Sir, I would request Mr. Statham to consider this question carefully and bear in mind that more than one-sixth of the population of Travancore who pay an equal amount of revenue to the coffers of the State have not adequate facilities for educating their children in their own mother tongue. Is it not the right of every citizen to demand primary education to his children in his own mother tongue? I would request Mr. Statham and the Government to do all that they can for giving facilities to this most indisputably loyal section of His Highness the Maha Raja's subjects for teaching their children their own mother tongue.

Sir, with regard to library movement I have a word to say. Sir, it is a well-known fact that primary or secondary or even collegiate

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. S. Piraviperumal Pillai.]

education is only a first step towards real education. Mere literacy cannot make any one cultured, refined or enlightened. Real culture, enlightenment, and a broad out look of life can come only after a course, of self education. And for self education we want libraries. Sir, in the words of an eminent writer libraries are considered to be the real "Peoples' Universities". Universities which now exist for imparting formal instruction and conferring degrees are in the words of Ingersoll "places where diamonds are dimmed and pebbles are polished." Mr. Balakrishnan Tampi said that Shakespeare was an University product. We all know he is not. "Had Shakespeare been in any university he would have been a quibbling attorney or a hypocritical parson" says Ingersoll. Sir, as I said the best type of a University is one in which formal instruction takes only a secondary place. Sir, for securing enlightenment, right behaviour and good manners facilities should be provided for self education. I would have congratulated Mr. Statham and his colleagues if they had advised the Government to enact a library Regulation enforcing every municipality to open a library. I would for this purpose refer Mr. Statham to the splendid example set up by the small republic of Estonia situated on the eastern shores of the Baltic Sea.

With regard to the transfer of management of Vernacular schools from departmental management to that of private agencies, I may say that I am not enamoured of either the departmental management or the private management so far as the conditions as at present depicted by the committee continue. Whether the management is by the department or by private agencies, things should go on as they ought to. Government should have an efficient control over these institutions whether they are under private management or under the departmental management.

MR. K. RAMA VARMA RAJA (*Edavagai*) : Sir, the report of the committee contains many valuable suggestions. It is quite unnecessary to deal upon those matters which will be of immense help to us, the people of this land, and which the Government are sure to adopt. Our duty in this House is to point out to the Government the defects in the recommendations the committee has made. Therefore I mean to deal with two most important outstanding defects which I see in this report. One is the bias the committee has shown towards the controlling agency and the other its lack of bias towards the Vernacular language in the land and Vernacular education.

Let me deal first with the latter one. The committee recommends abolition of all the Vernacular middle schools and the creation of a new sort of primary schools and vocational bias schools in their place. Owing to the policy followed by the Government for the last 25 years the Vernacular language of the land has attained a better status than it had before, and the Vernacular education of the land has increased very much both in quantity and quality. Here the recommendation of the

LIBRARY ARCHIVES Kerala Legislative Assembly

committee with regard to the period during which the primary education has to be continued is indeed welcome, and the creation of the vocational bias schools, I lay stress on the word bias, is also welcome. One of the members who spoke on this matter before had not felt the distinction between vocational bias schools and technical schools. Rather he had misunderstood them. The vocational bias schools which the committee recommends to continue as far as the eighth class will really create in the mind of the younger generation a bias towards the industry, towards the occupations in the land which their forefathers had been following. That will be quite welcome owing to the fact that the students who had continued their studies till the seventh class under the present system of education are at present quite unwilling, I may say, to follow agriculture and other occupations which their parents had been following.

Consequently a large amount of unemployed youngsters had been thrown out without any work or aim in life. This vocational bias school will not in any way provide them with employment. It will only give an impetus to the youngsters to seek employment. So that they may be given employment workmens' industrial institutions are to be started by Government, quite apart from those vocational bias schools which the committee have recommended. But in this bias portion of the report of the committee the Vernacular education proper has been neglected. A different recommendation could not be expected from a committee constituted with an English man as the chairman, a Tamilian as the secretary and a single member to represent the Vernacular, Malayalam. The voice of the lonely Malayali member would not be heeded to by a powerful majority.

MR. S. PIRAVIPERUMAL PILLAI: Is not Tamil also a Vernacular?

MR. K. RAMA VARMA RAJA: An English chairman and a Tamilian secretary could not be expected to give support to the Malayalam member because the Tamil language had reached its zenith of improvement though not in this land but on the other sides of the ghats. Though a portion of the population is speaking Tamil the language of the State of Travancore is known and recognised as Malayalam. So, when I speak of Vernacular I mean only Malayalam.

MR. V. S. ARUMUKHAM PILLAI: May I know from the member whether any distinction has been made in the report between the Vernaculars?

MR. K. RAMA VARMA RAJA: No distinction has been made in the report between Malayalam and Tamil Vernaculars. I only speak of the difference between the two languages quite apart from that found in the report.

MR. V. S. ARUMUKHAM PILLAI: Does it follow that the Malayalam is the Vernacular?

MR. K. RAMA VARMA RAJA: It is a thing known to any man who knows something of English that Vernacular does not mean a

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. K. Rama Varma Raja.]

particular Vernacular. It is a common thing that different sorts of languages may be spoken by people of different places, and all of them may be Vernaculars of those respective places.

MR. V. S. ARUMUKHAM PILLAI: Then how does the member make any distinction between the two languages?

MR. K. RAMA VARMA RAJA: I spoke of the distinction only because Mr. Piraviperumal Pillai brought it to the notice of the House and not with regard to any other point.

Here the committee should have found some means of encouraging the Malayalam literature, by laying out a policy like the one the Government had been following for the last twenty or twenty-five years. The committee need not have recommended the abolition of Vernacular High Schools. At least the Vernacular High Schools should have been continued as a continuation of the vocational bias schools in order to give preference and encouragement to the Malayalam literature. According to the recommendations the students who fail in From IV of the secondary schools may go to the Vernacular vocational bias schools. I cannot understand in which class they are to be admitted. Is it in the Sixth class of the vocational bias schools? Then the standard of the IV Form is appreciably lower than what we expect it to be. If two more classes are added to the recommended vocational bias school thereby creating a Vernacular High School consisting of classes IX and X, the students from the IV Form could very well go there and join in those classes and get themselves trained as persons having more knowledge of Vernacular. The standard of Vernacular High Schools should be raised. The Vernacular High Schools should provide higher grade Vernacular. Those who pass Class X should be appointed as clerks in the Registration and Judicial Departments as is being done at the present day. Another aspect of the lack of bias of the committee towards vocational schools is seen in the following recommendation. The students who pass the VIII class are to go for appointments as peons and lower grade attenders. After spending eight years of their life, is it what they are qualified for? I cannot understand why an education of eight years is necessary for the post of a peon. The committee should not have made the statement that they may be appointed as peons.

The second point which I mean to deal with and for which the committee have shown much bias, is the controlling agency which they propose in the recommendations. It seems that the Chairman of the committee had himself anticipated to become the Director of Public Instruction. He wanted to become not only the Director of Public Instruction but also the Minister of Education, the post which the Head of the Education Department holds in some of the Provinces outside Travancore. He laments over the fate of the Educational Director having as his Assistant only a personal Assistant in the grade of

LIBRARY ARCHIVES Kerala Legislative Assembly

Rs. 200 to 300. He looks ahead and sees the Educational Director of Mysore State helped by a Deputy Director, a Personal Assistant, a Secretary for Examination and a Lady Assistant. In Hyderabad the Director of Public Instruction is helped by a Deputy Director and two Assistant Directors. He wants the Director of Public Instruction here also to be helped by ever so many high paid officials. We require a certain amount of efficiency and capacity to control from the Director of Public Instruction of our State. We have got so many officials even under the present system, the Chief Inspector of English Schools, assisted by two Inspectors, a Chief Inspector for Vernacular Schools, assisted by 21 Assistant Inspectors, and a lady Chief Inspectress for Girls' Schools assisted by six Assistant Inspectresses. By manipulating and arranging their places in the department, he should extract the maximum amount of work from these Inspectors and Inspectresses. The Director of Public Instruction of a State like Travancore could very well control the Education Department in a way far better than what is being done at present. The committee itself feels and says that the department is not now doing its work properly. The post of the Director of Public Instruction has been regarded rather as a place for promotion for the Principal of the Maha Raja's College. The committee by diagnosing and pointing out several defects apparent in the department have shown that a professor or a teacher is quite unfit to be the Director of Public Instruction. The Director must be a man having administrative capacity and experience. He must have the experience of an Inspector as well. I can understand when Mr. Statham recommends that the post of the Deputy Director of Public Instruction will give a sort of experience for the man who has to become the Director of Public Instruction. Why should we appoint a Professor from the college to the post of the Deputy Director so that he may become afterwards the Director of Public Instruction. We have at present got two Chief Inspectors, one for the Vernacular Schools, and the other for the English Schools. They have got the experience of administration and inspection. Why not one of them be promoted as the Director of Public Instruction? It is not necessary that the Director of Public Instruction should be an officer drawing a pay of more than Rs. 1000. If the Land Revenue Commissioner can be an officer who is drawing only Rs. 700 per mensem why not the head of the Education Department be a man drawing a salary on the same scale? It is not the salary alone which gives the status to an officer. The salary depends upon the income of the State, and the capacity of the State to pay. Travancore does not get as much income as the Madras or the Bombay Presidency or the States of Hyderabad or Mysore. It is therefore quite unwelcome to appoint, as head of any department, an officer on a salary equal to that of similar officers in bigger States or Provinces in British India.

PRESIDENT: Are you not getting away from the report?

MR. K. RAMA VARMA RAJA: No, Sir. What I submit is that the pay of the Director may be much lower than it is at present.

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. K. Rama Varma Raja.]

It need not, in any event, be above that of the Principal of the college. We must make a distinction between the collegiate staff and the administrative staff of the department. Until and unless we do that, we cannot hope to reduce expenditure in this department. I would even suggest that it must be clearly laid down that the Principals of the colleges cannot hope to become Director of Public Instruction and that the pay of the Director will not be more than that of the Principal. I do not think there is any difficulty in doing that, because the report clearly lays down that the Director has very little to do by way of supervision of the colleges ; it is the University that does it.

MR. M. GOVINDAN : Is it the member's idea that the Director need only be the chief administrator of the department ? Should he not also be the chief adviser to Government on educational matters ?

MR. K. RAMA VARMA RAJA : He should be more an administrator than an adviser.

PRESIDENT : Your time is up.

MR. G. NARAYANA AIYAR : Sir, there are very salutary recommendations in the report of the committee.

PRESIDENT : Speak up, please.

MR. G. NARAYANA AIYAR : There are very salutary recommendations in the report of the committee. But, there are alst suggestions on which opinions are bound to differ. I should think that it is not unlikely that the committee has been labouring under a mistake in regard to the scope of reference to them. The terms of reference to the committee were very vague, They were :

> " To enquire into the present educational system in the State and advice the Government as to the reforms to be effected in it."

Government do not seem to have informed the committee what their real difficulty was, whether the committee should have retrenchment as their objective, whether their main function was to revise the curricula or what exactly they were to do. Naturally, therefore, the committee bestowed their attention on all possible and conceivable ways and means which they thought were necessary to effect a general reform in education in the State. Since the order of reference was vague, the committee did not attach as much importance to some subjects as they really deserved. Further, I am at a loss to know what was the great hurry in finishing this important enquiry in such a short time ? I cannot understand that. It is admitted in the report that only 250 witnesses were interviewed in this matter, which vitally concerns fifty lakhs of people. (No doubt, they have also interviewed certain associations.) It is stated in the report that the committee had to submit its report on this grave question within a very limited period. I cannot understand why they did not apply for extension of time as all the other committees have done. It is not a simple subject it is a grave

LIBRARY ARCHIVES Kerala Legislative Assembly

question vitally affecting the whole population. Therefore, my opinion is that the committee should have bestowed some more attention and collected some more evidence and submitted a better and more satisfactory report than the one they have now given us. And, even in regard to the witnesses whom they say they interviewed, they have not stated whether they are all of them women or men, whether they are women in the department or professional men or whether they are independent witnesses. In such matters as the one now before the House, it is highly necessary to get the opinion of the various sections of the community. If the committee had recorded in detail the opinions of a good many of such individuals, they could have obviated much of the criticism now levelled against them. Within the limited time at my disposal, it is not possible for me to go in detail into the various suggestions contained in the report. No doubt, as I said, it contains some very salutary suggestions. I shall examine a few of the proposals contained in the report and also point out how some of the suggestions are impracticable.

They have suggested medical inspection of the whole student population. It is a good idea. But I do not think it is practicable in Travancore to give effect to this recommendation of the committee. It is no use making recommendations unless they can be given effect to in practice. There are, in Travancore, about seven lakhs of school-going pupils. In a year, on an average, there are about 150 school days; and there are about 4,500 educational institutions in the State, so that about 30 schools have to be inspected each school day. How many pupils are there in each school? What will be the number of doctors that we may have to appoint? It will not be possible for any doctor to examine more than about fifteen or twenty students in a day. Is it practicable for the Government of Travancore to provide for such a huge number of doctors that will be required for the suggestion of the committee to be given effect to? Thus though the proposal is good and appealing, it is impracticable.

Then there is the suggestion about school hours. The committee suggests that the option may be left to individual school managements to change the present school hours to 7 to 11 in the morning and 3½ to 5 in the evening. I doubt very much, Sir, whether the committee have understood the real situation of the villages in Travancore. In British India, for instance, they have about a thousand houses clustered together in a particular locality and that is called the village; and for 8 or 10 miles between one village and another you have no human habitation and there is only waste land or paddy fields. We find schools only in the actual villages, so that the children do not have to walk long distances to go to school. On the other hand, here, in Travancore, you find human habitation throughout the country, and children have to walk long distances in order to reach the school. It is therefore extremely hard to make them walk back to their homes at 11 and back again to school at 3, in the hot sun. As is well-known, what they do at present is to carry their tiffin to school. They ordinarily leave

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. G Narayana Aiyar.]

their houses at about 9 in the morning after meals and go back only at about 5 in the evening. If the children are to come to school, at 7 A. M. when will they have to leave their homes in the morning, I think they will have to start even at 5 in the morning; because, most of them live far away from their schools. There is therefore very great practical difficulty and hardship in changing the school hours. It is almost impracticable.

Then, there is the suggestion as to mixed staff and co-education. I beg to submit that the social and religious customs and the customs *relating to marriage* are entirely different in Travancore from those in western countries. Here, it is considered a sin for a woman to die unmarried, so that, in the event of unexpected death before marriage, a *thali* is tied round the neck of the dead body before cremation. That is the custom in some communities. Marriage is considered a sacrament here. If the committee had ascertained the percentage of married women here and the percentage in western countries, they would have got an idea of the real situation. It is the popular notion here that, for the formation of proper character, girls must be married, and that before they grow into womanhood. On account of the climatic condition in India, girls attain puberty much earlier than in the West, even when they are just 11 or 12; and mothers who are just 13 or 14 are quite common here. It is certainly not possible to postpone the period of puberty of our girls. Mixed schools therefore may not be quite desirable and safe for Travancore, for children at least beyond 10 or 11 years of age. The evil that may result from such a proposal is greater than the possible benefit that is anticipated.

MR. R. M. STATHAM: May I ask if the member is not aware that there are a very large number of grown up girls reading in boys' schools to-day?

MR. G. NARAYANA AIYAR; I say it is objectionable. The committee themselves have admitted that such a system is objectionable. At least in the case of the teachers they say so. I will read a particular portion from the report wherein they feel and have expressed their difficulty. Somehow they want to get over the difficulty. I cannot understand why they should be very particular to try to get over the difficulty if it is really a difficulty, and wherein lies the necessity? At page 264 of the report the committee say:

> "We are aware that, in some quarters, the recruitment of mixed staff is regarded as objectionable and perhaps dangerous. But we consider that the safeguards we have provided for in the chapter on Mass Education should be sufficient to overcome any possible difficulty."

I will read the other passage to which the committee refer. At page 118, the committee admit that there is a great deal of difficulty in appointing women teachers in male schools.

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. M. GOVINDAN : May I know from the member whether he is aware of the fact that we have got in our schools, for boys about double the number of girls that go to girls' schools ?

MR. G. NARAYANA AIYAR That is because there are not sufficient number of girls' schools or because the parents have not got confidence in the girls' schools. It is for the Government to maintain the girls' schools properly.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: Is it not due to the fact that co-education is more favourable ?

MR. G. NARAYANA AIYAR: No. At page 118 of their report he committee observe :

> " We are anxious , however, that the adoption of a system of mixed staff should be brought about with as much care as possible, and we suggest, therefore, that in the early stages when it becomes necessary to recruit new women teachers to the common primary schools, such teachers should, as far as possible, either be related to a male teacher in the school or should be teachers whose family or relations live in the local area or they should be teachers whose recruitment to the school will result in more than one woman teacher being on the staff. "

Why should the committee be so very anxious to get over the difficulty knowing the public criticism on the matter? Here as I submitted before, they have not cared to take public opinion on the matter. They could have examined the ladies and ascertained their views.

MR. M. N. PARAMESVARAN PILLAI : May I know whether most of the difficulties contemplated by the committee could not be overcome in these days when we have got contraceptives available?

MR. G. NARAYANA AIYAR : I am not prepared to answer that question.

MR. KOMILEZHATHU SANKARAN : May I know from the member whether he is against the employment of women hitherto?

MR. G. NARAYANA AIYAR : My personal opinion as well as the opinion of a section of the public I am voicing forth is as stated before. Sir, we have to differ much with regard to the suggestions of the committee on co-education and appointment of female teachers in male schools. They have got to be kept separate, for character formation also. Although in one part of the report it is stated that married women should be avoided as far as possible, I do not know whether the committee intend that married girls should be excluded from schools. I am glad no such thing appears to have been suggested like that.

In regard to the strength of the classes the committee do not say specifically what their opinion is. The Government Order that now remains in force seems to fix the maximum at 40 per class. As per the earlier Education Code it was only 25 students per class. Is it possible to control more than 25 students in a class? By clubbing together more students in a class will a teacher be able to pay to the children sufficient attention? Retired Headmasters and educationists of established reputation are of opinion that to manage a class with

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. G. Narayana Aiyar.]

more than 25 students is not at all advisable and practicable, especially in the lower classes. We can understand the strength increasing in the college classes where lectures are given. In the high schools and particularly in the lower classes we have to pay particular attention to each and every student. They have to form their habits then. So special attention has to be given to each and every student in the lower classes. I would suggest that the Director of Public Instruction should recommend that the strength of a class, at least in the lower classes, should not exceed 25. It is surprising that this question has not been fully considered and proper and definite suggestions made by the committee.

With regard to the post-primary syllabus I would suggest the omission of History and Geography. Since the object of the committee is to give industrial training, students will have no interest in these subjects. They would have read enough of History and Geography in the primary school up to the fifth class. Subsequently when they come to the vocational bias schools no useful purpose would be served by asking them to read History and Geography. On the other hand, the time meant for History and Geography may be better utilised for the vocational subjects. Then, the suggestion that the optional subjects must be completed in the fifth and sixth forms is difficult. What has taken three years hitherto is sought to be completed within two years. In this connection, I have to state that education must be a joy and not a task to the students. So, I submit that the Fourth Form may be taken over with the Fifth Form or the study may be made a little easier in regard to the optionals. I would suggest that there should be at least two post primary and two middle schools in every taluk.

The handing of the institutions over to the private agencies has been discussed in detail by the members who spoke before me. We see that the communal question is becoming keener daily. We see that this question is agitated outside, in the Press and on the platform. When most of the private schools are run on communal lines it may not be quite safe to send children of other communities to those schools wherein we cannot expect as much attention paid to boys coming from another community. That there is communal bias in private schools is clear from the fact that after receiving the grant from the Government what the managements do is to appoint mostly men belonging to their own faith to be teachers in the schools run by them. It is the tax-payers' money that goes to them in the shape of grant-in-aid. With regard to appointment to Government service there is the cry of communal representation.

MR. KOMILEZHATHU SANKARAN: Does the member advocate the principle of communal representation in the missionary schools?

MR. G. NARAYANA AIYAR: If communal representation is to be observed in Government service the same method at least should be observed in the missionary schools also which receive grants-in-aid.

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. KOMILEZHATHU SANKARAN: Is the member in favour of communal representation in Government institutions?

MR. G. NARAYANA AIYAR: I am not in favour of communal representation. Efficiency alone ought to be the sole test.

MR. KOMILEZHATHU SANKARAN How is it then that the member advocates communal representation in regard to the mission schools?

MR. G. NARAYANA AIYAR: If the Government maintain a policy in the matter of communal representation I cannot understand why these private agencies should not be compelled to adopt that policy at least so long as they receive grant. They receive grants-in-aid from the money contributed by the public at large. If it were otherwise and the school is run by their own money I have absolutely no objection to their employing their own men as teachers.

MR. M. GOVINDAN: May I know from the member whether there is at present any objection to other communities starting schools of their own?

MR. G. NARAYANA AIYAR: That is not the question here. As the management receives a decent amount by way of grant from the Government I say that it should not be utilised for the benefit of a particular community to the complete exclusion of others.

MR. M. GOVINDAN: May I know from the member how that may be enforced?

MR. G. NARAYANA AIYAR: Certainly Government must issue orders to the private managements to devote special attention to the matter as is done in Government service. If they conduct their institutions at their own expense I can understand their employing only men belonging to their own community.

PRESIDENT: Your time is up.

MR. C. M. JOSEPH (*Changanachery* cum *Peermade*): വിദ്യാഭ്യാസകമ്മിറ്റിയുടെ റിപ്പോർട്ടിനെപ്പറ്റി ഇവിടെ എന്റെ പല സ്നേഹിതന്മാരും പ്രസ്താവിച്ചു കഴിഞ്ഞു. വിദ്യാഭ്യാസത്തെപ്പറ്റി മൊത്തത്തിൽ കഴിഞ്ഞ ബഡ്ജറ്റ് സമ്മേളനത്തിൽ ഞാൻ പരാമർശിച്ചിട്ടുണ്ട്. എന്നാൽ അതിൽനിന്നും തീരെ വ്യത്യസ്തപ്പെട്ട ഒരു റിപ്പോർട്ടാണ് ഈ പ്രാവശ്യം വന്നിരിക്കുന്നത്. വിദ്യാഭ്യാസം ഇന്നത്തെ നിലക്ക് തുടർന്നുകൊണ്ടു പോകുകയാണെങ്കിൽ ഇന്നത്തെ സാമ്പത്തികനിലക്കും തൊഴിലില്ലായ്മക്കും ഒട്ടുംതന്നെ പരിഹാരം ഉണ്ടാകുകയില്ല എന്നായിരുന്നു എന്റെ അഭിപ്രായം. അവയെ പരിഹരിക്കുന്നതിനുവേണ്ടിയായിരിക്കും ഈ കമ്മിറ്റി റിപ്പോർട്ട് എന്നു ഞാൻ ആശിച്ചിരിക്കുന്നു. ഈ കമ്മിറ്റി റിപ്പോർട്ടിൽ വിദ്യാഭ്യാസത്തിനുള്ള ചിലവു മുമ്പുണ്ടായിരുന്നതിനെക്കാൾ വർദ്ധിച്ചിരിക്കുന്നതല്ലാതെ വിദ്യാഭ്യാസത്തിന്റെ രീതിക്ക്

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. C. M. Joseph.]

ഒരു ഭേദവും വരുത്തിയിട്ടില്ല. ഈ റിപ്പോർട്ടിലുള്ള വിഷമങ്ങളെപ്പറ്റി പല സ്നേഹിതന്മാരും ഇവിടെ പ്രസ്താവിച്ചിട്ടുള്ളതുകൊണ്ട് ആ ഭാഗത്തേക്കു ഞാൻ പ്രവേശിക്കുന്നില്ല. ഗവണ്മെൻറിന്റെ ശ്രദ്ധയിൽകൊണ്ടു വരേണ്ട ചില പ്രധാന സംഗതികൾ എനിക്ക് പ്രസ്താവിക്കുവാനുണ്ട്. കമ്മിറ്റി റിപ്പോർട്ടിനെപ്പറ്റി ഇവിടെ നടത്തിയ വിമർശനത്തിൽ ഭൂരിഭാഗവും സ്കൂളുകളിൽ മതാഭ്യസനം നടത്താൻ പാടില്ലാഎന്നുള്ളതിനെക്കുറിച്ചായിരുന്നു. സദാചാരത്തെപ്പറ്റിയുള്ള അഭ്യസനം കുട്ടികൾക്ക് അത്യാവശ്യമാണെന്നുകൂടി വിമർശനാവസരത്തിൽ പ്രസ്താവിച്ചിട്ടുണ്ടായിരുന്നു. സദാചാരത്തെപ്പറ്റിയുള്ള അഭ്യസനം മതബോധവും മതാഭ്യസനവും കൂടാതെ ഏതുവിധത്തിൽ സാധിക്കുമെന്നുള്ള കാര്യം വളരെ സംശയമായിത്തന്നെ ഇരിക്കുന്നു. ചില സ്കൂളുകളിൽ ബൈബിൾ ക്ലാസു നടത്തുന്നുണ്ടെങ്കിൽ അതുകൊണ്ടായിരിക്കാം മതാഭ്യസനം പാടില്ലെന്നു എന്റെ ചിലസ്നേഹിതന്മാർ നിർബന്ധിക്കുന്നത്. സദാചാരത്തെവളർത്തുന്നതിനു പറ്റുന്ന മതഗ്രന്ഥം വല്ലതുമുണ്ടെങ്കിൽ അതല്ലാതെ മറ്റൊന്നുമില്ലെന്നാണ് എന്റെ അഭിപ്രായം. സദാചാരാനുഷ്ഠാനത്തിൽ വ്യതിചലിക്കാതെ എന്റെ വല്ല സ്നേഹിതന്മാരും ഇന്നിവിടെയുണ്ടെങ്കിൽ അതു ബൈബിൾ അഭ്യസനം അവർക്കുള്ള വാക്കിക്കൊടുത്തിട്ടുള്ള സന്മാർഗ്ഗബോധം ഒന്നു മാത്രമാണെന്നു ഞാൻ വിശ്വസിക്കുന്നു. മതമെന്നു ഞാൻ പറയുന്നതു ഒരു പ്രത്യേകമതത്തെ ഉദ്ദേശിച്ചല്ല. ഈശ്വരവിശ്വാസത്തെ അടിസ്ഥാനപ്പെടുത്തിയല്ലാതെ കുട്ടികളെ അഭ്യസനം നടത്തുന്നില്ലെങ്കിൽ സദാചാരം എവിടെനിന്നും ഉണ്ടാകുമെന്നു മനസ്സിലാകുന്നില്ല. മതാഭ്യസനം പാടില്ലാഎന്നു പറയുന്നതിനോടു കൂടി ഞാൻ യോജിക്കുന്നില്ല. ഇപ്പോഴത്തെ വിദ്യാഭ്യാസരീതിയിൽ മതവിദ്യാഭ്യാസം പാടില്ലായിരിക്കാം. എന്നാൽ സാഹിത്യത്തെഉദ്ദേശിച്ചു് ചില ഗ്രന്ഥങ്ങളുടെ അഭ്യാസം ചിലപ്പോൾവേണ്ടിവരുന്നതാണെന്നു പറയുന്നു. മലയാളഭാഷാസാഹിത്യത്തിൽ വല്ല പാണ്ഡിത്യവും കിട്ടണമെങ്കിൽ ചില മതഗ്രന്ഥങ്ങൾ വായിക്കയും പഠിക്കയും ചെയ്യണംപോലും. ആ മതത്തിൽ അന്തർഭവിച്ചിരിക്കുന്ന ചില തത്വങ്ങളെ സാഹിത്യത്തെ ഉദ്ദേശിച്ചു് പല അവസരങ്ങളിൽ കുട്ടികൾക്ക് മനസ്സിലാകത്തക്ക വിധത്തിൽ സാഹിത്യം അലങ്കാരം മുതലായവ ചേർത്തു് മനസ്സിലാക്കി കൊടുക്കേണ്ടതായിവരും. എന്നാൽ ശൃംഗാരരസം കൂടാതെ മലയാള സാഹിത്യം കിട്ടുകില്ലയൊ? ഈ ശൃംഗാരരസം എത്രത്തോളം ഉണ്ടായിരിക്കുമോ അത്രത്തോളം കുഞ്ഞുങ്ങളിൽ സദാചാരത്തെ ഇല്ലാതാക്കുന്നതാണു്.

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. J. JOHN KATTAKAYAM: ശൃംഗാരരസം കുട്ടികളെ പഠിപ്പിക്കാൻ പാടില്ലാ എന്ന് ഇല്ലെ ?

MR. C. M. JOSEPH : ശൃംഗാരരസമുള്ള പുസ്തകങ്ങളും പഠിപ്പിക്കുന്നതിൽ തടസ്സം ചെയ്തിട്ടുണ്ടായിരിക്കാം. അങ്ങിനെയുള്ള ചില പാഠപുസ്തകങ്ങളെ മാറ്റിയിട്ടും ഉണ്ടായിരിക്കാം.

ഭാഷയെ ഉദ്ദേശിച്ചും കുട്ടികളിൽ സദാചാരം ഉളവാക്കണമെന്നും വിചാരിച്ച് മതാദ്ധ്യസനം നടത്തണമെന്നല്ലാതെ അതുകൊണ്ടു ജാതിബോധംവളത്തി ജാതിവൈരം ഉണ്ടാക്കണമെന്നു ഞാൻ ഉദ്ദേശിക്കുന്നില്ലാ എന്നു എന്റെ സ്നേഹിതന്മാരും ശവമെന്റും ധരിക്കേണ്ടതാണ്.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: കമ്മിറ്റി റിപ്പോർട്ടിൽ ഉദ്ദേശിച്ചിരിക്കുന്നതും അങ്ങിനെ തന്നെയാണോ?

MR. C. M. JOSEPH : എന്നു തന്നെയാണു ഞാൻ ഉദ്ദേശിച്ചിരിക്കുന്നതു്.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI : അങ്ങിനെയാണെങ്കിൽ മാതാപിതാക്കന്മാരുടെ സമ്മതം വേണമെന്ന് പറയുന്നതിനുള്ള കാരണമെന്താണ് ?

MR. C. M. JOSEPH : ഇവിടെ ജാതീയമതസ്ഥിതി വളർന്നിരിക്കുന്നതുകൊണ്ട് അതിനെ സംബന്ധിച്ചു കുഴപ്പം വരുതെന്നുദ്ദേശിച്ചാണ് മാതാപിതാക്കന്മാരുടെ സമ്മതം വേണമെന്നു പറഞ്ഞിരിക്കുന്നതു്.

MR. K. P. NILAKANTA PILLAI : പല ജാതിക്കാരും മതക്കാരും ചേർന്നിരിക്കുന്ന ഒരു പള്ളിക്കൂടത്തിൽ ഏതു മതമാണ് പഠിപ്പിക്കേണ്ടതു ?

MR. C. M. JOSEPH : ബൈബിൾ അതിനു പറയുന്നതല്ലെന്നും അതിനുതക്ക പുസ്തകങ്ങളും ഇപ്പോൾ ഇല്ലെന്നുമാണെങ്കിൽ അതിലേക്ക് പ്രത്യേകം പറയുന്ന പുസ്തകങ്ങളും ഉണ്ടാക്കേണ്ടതാണ്. ഏതുവിധത്തിലായാലും ഈശ്വര വിശ്വാസം കുഞ്ഞുങ്ങൾക്കുണ്ടാകേണ്ടതു് അത്യാവശ്യമാണു .

MR. KOMILEZHATHU SANKARAN : പലമതത്തിന്റേയും സാരം ഏകമാണെന്നുള്ള സംഗതി അറിയാമൊ ?

MR. C. M. JOSEPH : എല്ലാമതങ്ങളുടേയും തത്വം ഒന്നുതന്നെയാണെന്നുള്ളതിന് സംശയമില്ല മതത്തെ തീരെ ബഹിഷ്കരിക്കുന്ന എങ്കിൽ കുഞ്ഞുങ്ങളുടെകാര്യം വളരെ മോശമായിത്തീരുന്നതാണ്. മതം ഇപ്പോൾ വേണ്ടെന്നു വന്നതുകൊണ്ട് ചില രാജ്യക്കാരുടെ സ്ഥിതി

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. C. M. Joseph.]

ഏതു വിധത്തിലായിട്ടുണ്ടെന്നുള്ളതു് നമുക്കറിയാവുന്നതാണു്. വിദേശങ്ങളിൽ മതാഭ്യസനം വേണ്ടെന്നു വരുത്തിയതിനോടുകൂടി അവിടെ പല കലാപങ്ങളും നടക്കുന്നുണ്ടു്. ഏതു രൂപത്തിലെങ്കിലും കുട്ടികൾക്കു് സ്കൂളിൽ മതാഭ്യസനം അത്യാവശ്യമാണെന്നാണു് എന്റെ അഭിപ്രായം.

Mr. K. K. THOMAS : വിദേശങ്ങളിൽ എവിടെയാണു് മതവിദ്യാഭ്യാസം വേണ്ടെന്നു് പറയുന്നതു് ?

Mr. C. M. JOSEPH : റഷ്യയിൽ മതവിദ്യാഭ്യാസം വേണ്ടെന്നു വച്ചിട്ടുണ്ടു്.

Mr. KOMILEZHATHU SANKARAN : ഒരു ജാതി, ഒരു ദൈവം എന്നു വിശ്വാസമുള്ള മനുഷ്യക്കു് ഒരു മതപ്രസ്ഥാനം ഉണ്ടെന്നറിയാമോ?

Mr. C. M. JOSEPH : അങ്ങിനെയും ഉണ്ടു്.

Mr. K. P. NILAKANTA PILLAI: റഷ്യ മതം വേണ്ടെന്നു വച്ചതുകൊണ്ടു് അവിടെ എന്തെങ്കിലും അബദ്ധം വന്നിട്ടുള്ളതായി അറിയാമോ?

Mr. C. M. JOSEPH : അറിയാം. അതിനെ സംബന്ധിച്ചു് പ്രസ്താവിക്കുകയാണെങ്കിൽ എനിക്കു അനുവദിച്ചിട്ടുള്ള സമയം മതിയാകാതെ വരും.

Mr. M. GOVINDAN : എല്ലാമതത്തിന്റെയും സാരം ഒന്നാണെന്നു വിശ്വസിക്കുന്നതുകൊണ്ടു് ഒന്നിന്റേയും ഗുണംകിട്ടാതെപോകുമെന്നു ഭയമില്ലെ ?

Mr. C. M. JOSEPH : അങ്ങിനെ ഭയപ്പെടേണ്ടയാവശ്യമില്ല. ഭഗവൽഗീത പാഠവിഷയമാക്കി പഠിപ്പിച്ചാലും വളരെ നല്ലതാണു്.

Mr. KOMILEZHATHU SANKARAN : ഭഗവൽഗീതയിൽ ചാതുർവർണ്യത്തിനു് പ്രാധാന്യം കൊടുത്തിട്ടുണ്ടെന്നറിയാമൊ ?

Mr. C. M. JOSEPH : ശൃംഗാരമയം ലവലേശം കൂടാതെ അതിൽ പ്രതിപാദിച്ചിട്ടുള്ള തത്വങ്ങൾ എല്ലാവർക്കും അനുകൂലമായ വിധത്തിലുള്ളതാണു്.

Mr. KOMILEZHATHU SANKARAN : ചാതുർവർണ്യത്തെപ്പറ്റി പറഞ്ഞിട്ടുള്ള ഭാഗം എല്ലാവർക്കും അനുകൂലമല്ലെന്നുള്ള സംഗതി അറിയാമൊ?

Mr. K. P. NILAKANTA PILLAI : ഭഗവൽഗീതയെപ്പറ്റി ഒരു മഹമ്മദൻ അദ്ധ്യാപകനു് പഠിപ്പിക്കുവാൻ സാധിക്കുമോ?

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. C. M. JOSEPH : എല്ലാവക്കും സാധിക്കയില്ലായിരിക്കാം.

MR. KOMILEZHATHU SANKARAN : അങ്ങിനെ ഏതെങ്കിലും മഹമ്മദൻ അദ്ധ്യാപകനെ നിയമിച്ചിട്ടുണ്ടോ?

MR. C. M. JOSEPH : ഇല്ലായിരിക്കും.

MR. J. JOHN KATTAKAYAM : ശ്രീയേശുവിജയം മഹാകാവ്യം പാഠപുസ്തകമാക്കിയാൽ നന്നായിരിക്കുമോ?

MR. C. M. JOSEPH : ആ പുസ്തകം ആകയാൽ വളരെനന്ന്. എന്നാൽ അതുകൊണ്ടു കുട്ടികളെല്ലാം ഒരു പ്രത്യേകമതത്തെ അവലംബിച്ചു പോകുമെന്ന ഭയപ്പെട്ടുന്നെങ്കിൽ അതുതന്നെ വേണമെന്ന നിർബന്ധിക്കുന്നില്ല. മതബോധമുണ്ടാക്കത്തക്കവിധത്തിലുള്ള ഒരു വിദ്യാഭ്യാസരീതി ഏർപ്പെടുത്തുന്നതിന് ഡിപ്പാർട്ടുമെന്റു ശ്രമിക്കേണ്ടതാണ്.

സ്റ്റാന്റിംകമ്മിറ്റിറിപ്പോർട്ട് വളരെ വിപുലമായ രീതിയിൽ സംഗതികം പ്രതിപാദിച്ചിട്ടുണ്ട്. മറ്റു കമ്മിറ്റിക്കാർ സാധാരണ ചെയ്യാറുള്ളതുപോലെ കാലാവധിയും മറ്റും കൂടുതൽ ആവശ്യപ്പെടാതെ ഉദ്ദേശിച്ചസമയത്തിനകത്തുതന്നെ റിപ്പോർട്ടുസമർപ്പിച്ചതിനു ഞാൻ അദ്ദേഹത്തെ അനുമോദിച്ചുകൊള്ളുന്നു.

വിവാഹിതകളായ സ്ത്രീകളുടെ നിയമനം പാടില്ലാ എന്നു പറഞ്ഞിരിക്കുന്നതു് കുറെ സാഹസമായിപോയില്ലേ എന്നു് സംശയിക്കുന്നു. അതിനെ സംബന്ധിച്ചു് എന്റെ സ്നേഹിതന്മാരുടെ അഭിപ്രായത്തോടുകൂടി ഞാൻ യോജിച്ചുകൊള്ളുന്നു. വിവാഹിതകളായ സ്ത്രീകളെ മാത്രമെ അധ്യാപികമാരായും ഇൻസ്പെക്ട്രസ്മാരായും നിയമിക്കാൻ പാടുള്ളു എന്നാണ് എന്റെ അഭിപ്രായം. ഈ രാജ്യത്തിന്റെ ശീതോഷ്ണാവസ്ഥയും മറ്റുസാഹചര്യങ്ങളും നോക്കുകയാണെങ്കിൽ വിവാഹിതകളായ സ്ത്രീകളെത്തന്നെയാണു് സ്കൂളുകളിൽ നിയമിക്കേണ്ടതു്. വിശേഷിച്ചും കോ-എഡ്യൂക്കേഷൻ വേണമെന്നുണ്ടെങ്കിൽ അതു അത്യാവശ്യവുമാണു്.

MR. K. P. NILAKANTA PILLAI : പുരുഷന്മാരെ സംബന്ധിച്ചിടത്തോളം വിവാഹംചെയ്യുവരെ നിയമിക്കണമെന്നാണോ അഭിപ്രായം?

MR. C. M. JOSEPH : അതിനെക്കുറിച്ചു പിന്നീടു പ്രസ്താവിക്കാം.

അധ്യാപകന്മാരുടേയും അധ്യേതാക്കളുടേയും പ്രായം നോക്കുകയാണെങ്കിൽ വളരെ വ്യത്യാസമുള്ളതായി കാണുന്നില്ല. അനേകം വർണാക്കുലർസ്കൂളുകളിലുള്ള അധ്യാപകന്മാരെക്കാൾ പ്രായംകൂടുതലുള്ള അധ്യേതാക്കളെ കാണുന്നുണ്ടു്. അതിനാൽ അധ്യാപകന്മാരുടെ വയസ്സു് കു

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. C. N. Joseph]

പ്പംചെയ്യേണ്ടതു് അത്യാവശ്യമാണു്. നാല്പതുവയസ്സിൽ കുറഞ്ഞയാള്കളെ അധ്യാപകന്മാരായി നിയമിച്ചുകൂടാ എന്നു് വ്യവസ്ഥചെയ്യേണ്ടതു അത്യാവശ്യമാണു്. എന്തുകൊണ്ടെന്നാൽ അപ്പോഴേക്കു അവർ അവിവാഹിതരായിരുന്നാൽതന്നെയും അവക്കു ഒരുവിധം പ്രാകൃതയും പക്വതയും ഉണ്ടാകുവാൻ ഇടയുണ്ടു്.

Mr. KOMILEZHATHU SANKARAN: വയസ്സു കൂട്ടുന്തോറും ഓർമ്മശക്തി കുറയുമെന്നു് അറിയാമോ?

Mr. C. M. JOSEPH : ഓർമ്മശക്തി കുറയുകയില്ല എന്നാണു് എന്റെ അനുഭവത്തിൽ കാണുന്നതു്.

ഈ രാജ്യത്തു് ഇപ്പോഴുള്ള അസ്വസ്ഥത മുഴുവൻ പരീക്ഷകൊണ്ടു് മാത്രം യോഗ്യത കയ്യിലാക്കിയ കുറെ ആളുകളെ അദ്ധ്യാപകന്മാരായി നിയമിച്ചതുകൊണ്ടാണു്. അതുകൊണ്ടു രാജ്യത്തിനു വളരെ നാശംതന്നെ ഉണ്ടായിട്ടുണ്ടു്. ഈ സംഗതി എന്റെ സ്നേഹിതന്മാർക്കും ഗവണ്മെൻറിനും അറിയാവുന്നതാണു്. അദ്ധ്യാപകവൃത്തി വളരെ മാഹാത്മ്യമുള്ളതാണെന്നു് ആ തൊഴിൽ സ്വീകരിക്കുന്നവർ വിചാരിച്ചു പ്രവർത്തിക്കണം. അവർ യാതൊരുവിധമായ രാഷ്ട്രീയപ്രവൃത്തികളിലും ഉൾപ്പെടാൻ പാടുള്ളതല്ല. അങ്ങിനെ ചെയ്താൽ അതു് വിദ്യാർത്ഥികളെക്രമേണ ബാധിക്കുന്നതാണു്. കുട്ടികളെ രക്ഷകർത്താക്കളെ അവരുടെ അഭിപ്രായത്തോടു യോജിക്കുന്നില്ലെങ്കിൽ അവരുടെ കീഴുള്ള കുട്ടികൾക്കു നാശമായിരിക്കും. ഈ സംഗതിയെ ഡയറക്ടർ പ്രത്യേകം ശ്രദ്ധിക്കേണ്ടതാണു്.

Mr. J. JOHN KATTAKAYAM : മാനേജ്മെൻറ് സ്കൂളുകളിലെ അധ്യാപകന്മാർ രാഷ്ട്രീയമായ പ്രവർത്തികൾ നടത്തുന്നതു് മാനേജരന്മാരുടെ മനസമായ അഭിപ്രായത്തോടുകൂടിയല്ലെ?

Mr. C. M. JOSEPH : അതിനെപ്പറ്റി എനിക്കറിഞ്ഞുകൂടാ.

Mr. M. GOVINDAN : രാഷ്ട്രീയകാര്യങ്ങൾ പഠിപ്പിക്കണമെന്നാണല്ലൊ റിപ്പോർട്ടിൽ പറഞ്ഞിരിക്കുന്നതു്?

Mr. C. M. JOSEPH : അതിനു എനിക്കു വിരോധമില്ല. പ്രായാനുസരണം കുട്ടികളിൽ പൌരബോധം ഉണ്ടാക്കിക്കൊടുക്കേണ്ടതാണു്. എന്നാൽ പ്രാദേശികമായിട്ടുള്ള രാഷ്ട്രീയകാര്യങ്ങളിൽ അധ്യാപകന്മാർ പങ്കു് എടുക്കുന്നതായാൽ അതു വിദ്യാർത്ഥികൾക്കു ഭാവിയിൽ ദോഷകരമായിത്തിരുന്നതാണു്.

വിദ്യാഭ്യാസത്തിന്റെ ചിലവു് കുറഞ്ഞിരിക്കുമെന്നാണു് ഞാൻ ആശിച്ചിരുന്നതു്. എന്നാൽ അതിനെ വർദ്ധിപ്പിച്ചിരിക്കുകയാണു്. മാ

LIBRARY ARCHIVES Kerala Legislative Assembly

മേജ്മെൻറ് സ്കൂളുകളിൽ പലതരത്തിലുള്ള അഴിമതികളും നടന്നുവരുന്നതിനാൽ ഡിപ്പാർട്ടുമെൻറ് സ്കൂളുകളെ പ്രൈവറ്റ് ഏജൻസികൾക്കു വിട്ടുകൊടുക്കണമെന്നു റിപ്പോർട്ടിൽ പറഞ്ഞിരിക്കുന്നതു് അഭിലഷണീയമല്ലെന്നു് ഇവിടെ പ്രസ്താവിച്ച അഭിപ്രായത്തോടുകൂടി ഞാനും യോജിച്ചുകൊള്ളുന്നു. യാതൊരു പരിധിയുമില്ലാതെ കൊല്ലംതോറും ഡയറക്ടർ ആവശ്യപ്പെടുന്ന തുകകളെ അനുവദിച്ചുകൊടുക്കുക എന്നുള്ളതു് ആശാസ്യമാണെന്നു തോന്നുന്നില്ല.

Mr. J. JOHN KATTAKAYAM: ഗവണ്മെൻറ് സ്കൂൾ നടത്തുന്നതു മാനേജ്മെൻറ് സ്കൂൾ നടത്തുന്നതുപോലെ ലാഭകരമാണോ?

Mr. C. M. JOSEPH : ആ ഭാഗത്തെപ്പറ്റി പറയാം.

ഈ രാജ്യത്തിൻറെ മുതലെടുപ്പിൽ ഒരു വലിയ പങ്കും ഈ ഡിപ്പാർട്ടുമെൻറിലേക്കുവേണ്ടി ചിലവാക്കിവരുന്നു. സാമ്പത്തികാധഃപതനം വർദ്ധിച്ചുതന്നെവരുന്നു. അതിനു് അടുത്തകാലത്തെങ്ങും ഒരു പരിഹാരം കിട്ടുമെന്നു് വിചാരിക്കാനുള്ള ലക്ഷണങ്ങളൊന്നുംതന്നെ കാണുന്നില്ല. ഈ രീതിയിൽ വിദ്യാഭ്യാസത്തിനുള്ള ചിലവു് വർദ്ധിപ്പിച്ചുകൊണ്ടുപോയാൽ ഈ രാജ്യത്തിലെ ഭണ്ഡാഗാരത്തിൻറെയും ജനങ്ങളുടെയും സ്ഥിതി എങ്ങിനെ ആയിത്തീരുമെന്നു് അറിയാൻ നിവർത്തിയില്ലാതിരിക്കുന്നു. അതിനാൽ രാജ്യത്തിലെ മുതലെടുപ്പിൽ ഇരു ശതമാനം മാത്രമേ വിദ്യാഭ്യാസവകുപ്പിലേക്കു് ചിലവാക്കാൻ പാടുള്ളൂ എന്ന ഒരു ക്ലിപ്തംവച്ചു് ആ തുകകൊണ്ടു് നിർവ്വഹിക്കാവുന്ന ചിലവുകൾ മാത്രം ചെയ്യേണ്ടതു് അത്യാവശ്യമാണു്. ഗ്രാൻറ് ഇനമായി ഒരു തുകയും പ്രൈവറ്റ് ഏജൻസികൾക്കു് കൊടുക്കാൻപാടില്ല. ഗവണ്മെൻറ് അംഗീകരിക്കുന്ന സ്റ്റാൻഡാർഡ്സ് അനുസരിച്ചു് അവർക്കു വിദ്യാലയങ്ങൾ നടത്താൻ മനസ്സുണ്ടെങ്കിൽ നടത്തിയാൽ മതിയെന്നു് നിശ്ചയിക്കണം. ലാഭത്തെ ഇച്ഛിക്കാതെ സ്കൂൾ നടത്തുന്നതിനു് തയ്യാറുള്ള ഏജൻസികൾ ഉണ്ടെങ്കിൽ നടത്തിയാൽ മതി. ഒരു ഇൻസ്റ്റിറ്റ്യൂഷനും ഗ്രാൻറ് കൊടുക്കാൻ പാടുള്ളതല്ലാ.

Mr. J. JOHN KATTAKAYAM : അങ്ങിനെ ചെയ്താൽ ഗവണ്മെൻറിനു് നഷ്ടമായി വരികയില്ലേ?

Mr. C. M. JOSEPH: നഷ്ടം ഒരിക്കലും വരികയില്ല.

Mr. KOMILEZHATHU SANKARAN : അധഃകൃതരുടെ വിദ്യാഭ്യാസവിഷയത്തിലും ഗ്രാൻറ് കൊടുക്കാൻ പാടില്ലാ എന്നാണോ അഭിപ്രായം?

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. C. M. JOSEPH : അധ്യക്ഷതരെക്കുടി നാം കൊണ്ടുപോകേണ്ടതാണ്. അതിന് എല്ലാവരും ഇപ്പോൾ മുന്നിട്ട് മുതിർന്നവരുണ്ട്. അധ്യക്ഷതർ മാത്രമുള്ള മാനേജ്മെൻറ് സ്കൂളുകൾ ഇനി ഉണ്ടാകയില്ല. മാത്രമല്ലാ ഇനി അധ്യക്ഷതർതന്നെ ഉണ്ടായിരിക്കയില്ലാ.

MR. M. GOVINDAN : അങ്ങിനെ ആകണമെന്ന് മെംബർക്ക് അഭിപ്രായമുണ്ടോ?

MR. C. M. JOSEPH : അങ്ങിനെതന്നെ ആയിരിക്കണമെന്നതന്നെയാണ് എൻറെ അഭിപ്രായം.

MR. K. P. NILAKANTA PILLAI : അങ്ങനെ ഒരു സ്ഥാപനമില്ലെങ്കിൽ ഒരു സ്ഥാപനം തുടങ്ങുന്നതുകൊണ്ട് വിരോധമുണ്ടോ?

MR. C. M. JOSEPH : ഒരു വിരോധവുമില്ല.

വിദ്യാഭ്യാസചിലവിലേക്ക് പണമില്ലാത്തതുകൊണ്ടായിരിക്കാം റിപ്പോർട്ടിൽ ദേവസ്വം ഫണ്ട് ഇതിലേക്ക് ഉപയോഗപ്പെടുത്തണമെന്ന് പ്രസ്താവിച്ചിരിക്കുന്നത്. അങ്ങിനെ ഉപയോഗിക്കേണ്ടയാവശ്യമില്ല. സ്റ്റേറിൻെറ പൊതു വരുമാനത്തിൽനിന്നും മാത്രമെ ആ ചിലവുചെയ്യാൻ പാടുള്ളൂ. മാറു വിധത്തിലുള്ള പ്രോത്സാഹനങ്ങൾ ഇല്ലെങ്കിൽ മാത്രമെ ഓരോരുത്തരും അവരവരുടെ ധർമ്മമനുസരിച്ച് ഒത്തൊരുമിച്ച് പ്രവർത്തിക്കുന്നതിന് സന്നദ്ധരാകുകയുള്ളൂ. ഈ വിധത്തിൽ നാലൊ അഞ്ചൊ കൊല്ലം പരീക്ഷിച്ചുനോക്കി അതുനിമിത്തം വിദ്യാഭ്യാസം അധഃപതിച്ചുപോകുന്നു എന്ന് കാണുന്നു എങ്കിൽ അപ്പോൾ വേണ്ട പരിഹാരമാർഗ്ഗം ചെയ്യാവുന്നതാണ്.

വിദ്യാഭ്യാസത്തിനോടു സംബന്ധിച്ചതായ മറു പല വിഷമങ്ങളും പരിഹരിക്കപ്പെടാനുണ്ട്. Age bar എന്നൊരു സംഗതിയുണ്ട്. ബി. എ-യും മറും പാസായി വല്ല സുഖക്കേടിലും കുറച്ചുദിവസം കിടന്നുപോകുന്നു എങ്കിൽ അയാൾക്ക് ഒരിക്കലും ഗവണ്മെൻറ് സർവ്വീസിൽ പ്രവേശിക്കാൻ സാധിക്കാതെ വന്നുചേരുന്നു. ആ വിധത്തിലാണ് വിദ്യാഭ്യാസ കോഡ് നിർമ്മിച്ചിരിക്കുന്നത്. ൫൯-വയസ്സ് കഴിഞ്ഞാൽ Age bar ആകുമെന്നുള്ളതിനെ ഭേദപ്പെടുത്തി രണ്ടോ മൂന്നോ വർഷംകൂടി നീട്ടിക്കൊടുക്കുന്നത് വളരെ ഉത്തമമായിരിക്കും.

സർവ്വീസിൽ നിന്നും റിട്ടയർ ചെയ്യുന്ന ഇപ്പോഴത്തെ ൫൯-വയസ്സിൽ നിന്നും രണ്ടോ മൂന്നോ വർഷം കൂടി നീട്ടാൻ പോകുന്നു എന്ന് കേൾക്കുന്നുണ്ട്. അങ്ങിനെയാണെങ്കിൽ Age ബാറിന് ൫൫-ം, റിട്ടയർ ചെയ്യുന്നതിന് ൫൭-ം വയസ്സ് ആക്കിയാൽ വളരെ നന്നായിരിക്കും.

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. M. N. PARAMESVARAN PILLAI; ൫ ൬ വയസ്സിന് മുമ്പ് സ്കൂളിൽ കയറുന്നവക്കും ൭ വ൪വയസ്സുവരെ റിട്ടയറിംഗ് പീരീയഡ് കൊടുക്കണമോ?

MR. C. M. JOSEPH : അതു് വേണമെന്നില്ല.

MR. KOCHIKAL P. BALAKRISHNAN TAMPI: ഈ സംഗതികളെപ്പറ്റി സ്റ്റേത്തംകമ്മിറ്റി റിപ്പോർട്ടിൽ വല്ലതും പ്രസ്താപിച്ചിട്ടുണ്ടോ?

MR. C. M. JOSEPH : ഇവയെപ്പറ്റി ഒന്നുംതന്നെ പ്രസ്താപിച്ചിട്ടില്ല. ഈ വക സംഗതികളെക്കൂടി പരിശോധനക്കു് വിഷയമാക്കണമെന്നു് ഉദ്ദേശിച്ചാണു് ഞാൻ ഇവിടെ പ്രസ്താപിക്കുന്നതു്.

MR. M. GOVINDAN: മെമ്പറിന്റെ അഭിപ്രായത്തിൽ ഈ സംഗതികഠം കൂടി കമ്മിറ്റി ആലോചിക്കണമെന്നാണോ?

MR. C. M. JOSEPH : അതെ; ഈ സംഗതികളെപ്പറ്റി ഗവണ്മെൻറും ഡയറക്ടറും ഗാഢമായി ചിന്തിച്ചു് ജാതിപരമല്ലാതെ വിദ്യാഭ്യാസത്തെ വർദ്ധിപ്പിക്കനിലയിലും കുട്ടികഠംക്കു് സദാചാരബോധം ഉളവാകത്തക്കവിധത്തിലും അധികം ചിലവുകൂടാതേയും ഒരു വിദ്യാഭ്യാസ പദ്ധതി നടപ്പിൽ വരുത്തി ജനങ്ങളെ രക്ഷിക്കണമെന്നു് അപേക്ഷിച്ചുംകൊണ്ടു് എന്റെ പ്രസംഗം അവസാനിപ്പിച്ചു ഈ റിപ്പോർട്ടിനേയും ധനാഭ്യർത്ഥനയേയും പിന്താങ്ങിക്കൊള്ളുന്നു.

PRESIDENT: The Council is adjourned till 11 A. M. to-morrow.

The Council adjourned at 4-32 P. M.

P. PARAMESVARAN PILLAI,

Secretary to the Sri Chitra State Council.

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